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THE PARTICIPATION OF ASIAN WOMEN IN  
AID'S PARTICIPANT TRAINING PROGRAM

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## Executive Summary

Data maintained by AID's Office of International Training indicate that the proportion of Asian women participating in the Agency's Participant Training Program is substantially lower than that of the other geographic regions. While female participants from Asia represented only 13 percent of that region's total U.S. training during 1987, The Near East, Africa and LAC regions respectively sponsored 18 percent, 22 percent, and 35 percent. Although Asia sponsored almost half of the Agency's third-country training during 1987, a regional comparison of female participation rates in third-country training reveals a similar pattern, with Asia and the Near East lagging behind the other regions.

This study attempts to identify common patterns regarding the Asia region's lower levels of female participation in AID training through a review of the experience of five countries: Bangladesh, India, Indonesia, Nepal and Pakistan. Based on this review, a number of factors are identified within individual countries which constrain efforts to recruit females for training, and different strategies used by AID missions are examined for increasing female participation in the training program.

### Constraints to Recruiting Females for Training

The experience of these countries suggests that there are commonly shared socio-cultural, institutional and logistical constraints to recruiting females for USAID training programs, many of which similarly limit female involvement in the overall development process. For example, low levels of female participation in the education system of these countries, resulting from traditional cultural beliefs and practices, give males a comparative educational and professional advantage. Socio-economic disparities between males and females, typical of these countries, are reinforced by deep-rooted cultural patterns, such as Hindu traditions in Nepal and India in which females are subordinate to males, and Islamic practices in Pakistan and Bangladesh which severely restrict a woman's activities. In all these societies, the role of women has been traditionally associated with the household as wife and mother, and a female's education and career opportunities are subordinate to those for males.

The successful recruitment of female candidates for AID training may well depend on the target audience and technical content of the proposed training. AID has traditionally targeted mid-level public sector technicians, managers and policy-makers in development priority areas relative to the host country. Yet, the pool of eligible female candidates for public sector training

is already quite small in each of these countries. Most women live in rural areas, are engaged in agricultural work, have large families and extensive domestic responsibilities, and are marked by low levels of literacy and education. Given these and other factors, female representation in government service and professional jobs in these countries is low. Furthermore, those women in government service tend to be clustered in such traditional areas as health and education and are generally in low-level jobs. Thus, a country with a major development focus on health and education might well have more female representation in the training program than with a focus on science and technology.

In addition to target audience and type of training, the location of training may also influence the degree of female participation. Most of the missions indicated that there were fewer obstacles to recruiting women for in-country programs than for U.S. or third-country training. While most AID training in the U.S. or third countries requires basic educational qualifications as well as English or other language proficiency, in-country training tends to be more informal and village-based, with less stringent educational requirements. The pool of candidates for in-country training programs is thus much greater in these countries than for external participant training. Interestingly, there did not seem to be comparatively more women in third-country programs than in U.S. training, suggesting that constraints to leaving the country are similar, despite the distances involved.

Other logistical considerations may further restrict the recruitment of females for AID training in general. Low levels of literacy, for example, limit female's access to information on training program opportunities. Women may also have difficulty obtaining this information which is often distributed through male-dominated channels. Other factors include the reluctance of families or husbands to permit their wives or daughters to travel alone, whether to nearby villages for in-country training, or out of the country for longer periods. Many women may find it difficult to leave their homes due to their household and childcare responsibilities; and women who work for daily wages may not be able to afford to lose a week's work. Also, a lack of adequate facilities such as transportation or separate housing may deter women from attending in-country programs in some societies.

### Strategies for Increasing Female Participation

Most governments in all of the countries examined in this study demonstrated formal support of women in development activities, and have established some kind of government department or ministry devoted to the interests and needs of women. In response to AID policy pronouncements on women in

development, missions have also begun to adopt various strategies for incorporating women into mission program activities. In addition to women-specific sectoral projects, missions have generally found training to be a useful vehicle for integrating women into the overall program. General training projects, which are currently being implemented in many countries in the region, tend to be more flexible than sector-specific projects and appear to have been more successful in recruiting female participants.

A review of selected projects in each of these countries suggested a variety of mechanisms successfully used by USAID missions to increase the participation of women in their training programs. These include establishing female training targets at the mission or project levels, in terms of a percentage of total number trained or funding levels; the preparation of annual training plans with specified slots for female candidates; the recruitment of women from the private sector; spouse training; and cash incentives, such as travel costs for female participants which are normally paid by the host government.

Efforts to increase the participation of women in in-country programs have included strengthening female recruitment efforts through scholarship incentives, as well as the construction of separate housing and other special facilities (e.g., childcare). Location and administration of in-country programs were also noted to be important considerations for recruiting females, given the limited time and mobility of most rural women in these countries. Organizing village-based training near women's work and/or home instead of at isolated training centers, designing programs run by women for women, and providing flexible scheduling were cited as ways to increase female participation.

### Recommendations

Based on the foregoing review of AID experience in providing training opportunities to women in the Asia region, the following recommendations are made for consideration by the ANE Bureau and individual missions:

1. Missions should consider developing a Country Training Strategy as a vehicle for improving the efficient utilization of the host country's human resources. This would include women and the private sector as special training targets, since both are largely underutilized in these countries. In developing this strategy, a training needs assessment for women should be undertaken to identify the areas and level of training required for their potential employment. The resulting document could provide missions with a useful tool for a policy dialogue with host governments.

2. Missions should develop an annual Country Training Plan which would include specific training slots for women, based on the training needs assessment and country training strategy. Missions might consider linking the annual allocation of project funds, where appropriate, to the nomination of female candidates by the host government in fulfillment of the plan's training targets.

3. Operational guidelines with detailed action steps should be provided to field missions for designing and implementing training activities that encourage a greater participation of women. The guidelines would be based on the findings from this study and include project success stories as models for consideration. (See "Gender Issues in Latin America and the Caribbean: Integrating Women into Development Programs," 1986.)

4. Innovative ways of ensuring a greater participation of women should be built into the project design. Consideration should be given to such mechanisms as establishing target percentages for women, providing scholarships or other cash incentives, spouse training, the construction of special facilities where necessary, and other provisions for female participants where appropriate.

5. The private sector should be considered in the design of special training activities for women, as well as for the recruitment of females in general.

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## I. INTRODUCTION

### A. Background

The subject of women in development was first introduced into AID's program by Congress in 1973 through the Percy Amendment to the Foreign Assistance Act. This legislation mandated that AID pay particular attention to projects and activities which integrate women into their national economies, both to improve women's status and to assist the total development effort.

AID formalized its Women in Development Policy in 1982 to provide an overall framework for incorporating women into the Agency's work in all sectors. The policy specifically identifies the need to support investments in human resource development which have particular implications for females, and calls for "increasing the number of LDC women involved in AID's Participant Training Program," which is an important AID development initiative.

AID's official policy regarding participant training (see the 1983 Participant Training Policy Determination Paper) states that "all training programs are expected to give attention to means of ensuring substantial participation of women." This pronouncement, however, does not include a specific formula or target percentage for measuring female participation. The Intra-Agency Committee on Participant Training, commissioned in 1986 by the Deputy Administrator to review the overall training program, addressed this issue and felt that stronger guidance was necessary to increase the participation of women in AID training. Accordingly, the following points were made by the Committee to supplement Agency policy:

- The purpose of increasing training opportunities for women...is to ensure that the participant training programs reinforce appropriate patterns of institutional development and leadership--at a minimum, that participant training does not inadvertently reinforce stereotypes and biases in professional employment.
- Training opportunities for women should not be limited or biased toward traditionally female-dominated occupations...Increased attention should be paid to fields with new, expanding or upwardly mobile opportunities.

- In the short term, the general participant training programs offer greater flexibility for achieving significant increases in female training, in terms of both numbers and appropriate fields, than does project-related training. In the longer term, as new project portfolios are developed, increases in female participation should be expected in all training programs.

- Women are a major source of entrepreneurial leadership...as Mission training programs increase their focus on the private sector in LDCs, a significant increase in opportunities for female participants can be expected.

- The Committee consensus is that worldwide patterns of female participation to date should no longer be considered acceptable...It is the Committee's judgment that achievement of at least 30-40 percent Agency-wide by 1990 is technically feasible, especially in light of the Agency's plans for increased numbers of participants in the next few years.

- The need is not just for cosmetic increases to bring training percentages up to agreed targets...While in the short term, some reallocation can increase female participation rates, in the longer term participant training for women should result from giving full attention to the roles of women in all programming decisions affecting the overall portfolio, institutional or sectoral priorities, and assistance strategies."

The Committee's report was endorsed by the Deputy Administrator and distributed throughout the Agency as guidance in the further development of the objectives and criteria of the participant training program.

Participant Training is also recognized by the U.S. Congress as an important component of AID's overall development objectives, and is receiving considerable Congressional attention. The 1988 House of Representatives legislation to amend the Women in Development Act of 1973 enjoins AID to "increase training opportunities for women and make every necessary provision for addressing the specific needs of women." The latest Congressional action clarifying the language of the legislation (see 1988 Conference Report) presents the targets for female participation in AID projects, including training, in the following terms: "the percentage of women participants will be in approximate proportion to their traditional participation in the targeted activities or their proportion of the population, whichever is greater."

## B. Purpose of Study

Participant Training in the Asia/Near East (ANE) region constitutes an important development activity in the Bureau's program, representing almost 40 percent of the Agency's U.S. training and 55 percent of all third-country training during 1987. There are more than 200 active projects being implemented by the Bureau's field missions and AID/W offices with participant training components. In addition, a number of important general training projects and scholarship programs are also being implemented in the region. Yet, the proportion of women participating in AID training from Asian and Near Eastern countries is substantially lower than that achieved by the other AID geographic regions in recent years.

A number of hypotheses have been suggested to explain the historically lower level of female participation in AID training programs, but no systematic analysis has been carried out. This study has been undertaken to explore the possible reasons for the under-representation of women from Asia and the Near East in AID's participant training program, and to offer some recommendations for improving the region's record of female involvement in AID-sponsored training.

## C. Scope of Work

This study presents a review of the representation of women in AID's Participant Training Program in the Asia and Near East region, with an assessment of the various factors constraining a greater participation of women in the program. The experience of a selected number of countries is examined in more depth in an effort to understand the low rate of female participation in ANE training relative to other AID regional bureaus and why some countries do better than others. Special attention is given to U.S. training, although third-country and in-country training are also discussed, depending on the data available.

The countries selected represent a range in socio-cultural and economic backgrounds, as well as in the size of AID's training program and rate of female participation. The analysis for each country includes an overview of the status of women in terms of socio-economic, employment, and educational indicators, and a discussion of female participation in the USAID participant training program. The various constraints and obstacles to female selection for AID training are examined in relation to such factors as the generally lower educational level of females, socio-cultural considerations, type of AID training available, and other constraints relative to each country. Finally, different strategies for encouraging a greater participation of women in training programs are presented for each country, including mission and host government policies and programs, as well as specific examples of AID project achievements.

#### D. Methodology

This study is based on a literature review of relevant AID documentation on the participant training program and women in development, as well as statistical data from the Agency's Participant Training Information System (PTIS) of the Office of International Training (OIT). In addition, the discussion of socio-economic and educational conditions for women in each of the country profiles was based on UNESCO and ILO statistics, as well as data presented in AID's 1989 Congressional Presentation and individual Country Development Strategy Statements (CDSS). These data were supplemented by interviews with Agency staff and contractors familiar with relevant training projects, as well as missions' observations on the participation of women in their respective programs through cable correspondence.

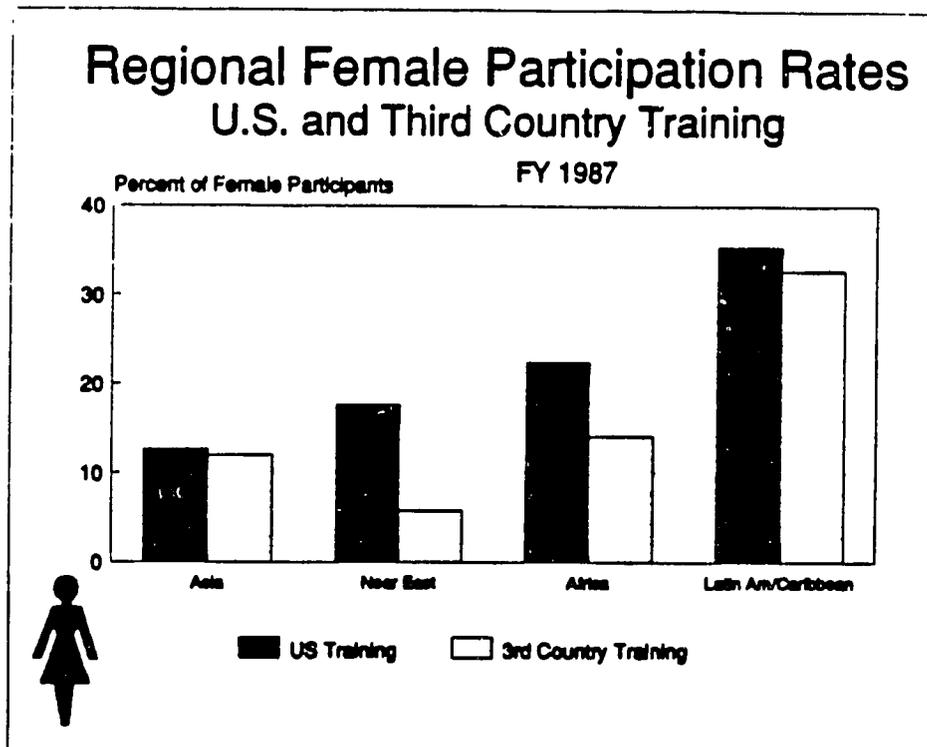
"Participant training," as discussed in this report, refers to external training in the United States or third countries and does not include in-country training. Because statistics on in-country training are not maintained by OIT or separately by most missions, a general review of female participation in in-country training is included in country profiles where data were available. Also, the rates of female participation in the training program used in this report are based on data maintained by OIT's PTIS in terms of percentages of individuals sponsored for training rather than person-months. These data were used to analyze female participation rates in the program over time for the region, as well as for individual countries. Selected variables were also examined to identify possible patterns in female participation in different types of training (e.g., program length, degree objective, field of study, and age range).

A cautionary note is required regarding the reliability of the data used in this report. Participant training statistics in the PTIS were not systematically maintained by OIT prior to 1982, making the historical record incomplete. Also, given the lack of a standardized mechanism for securing data from the missions on their participant training programs, there are important gaps in the PTIS database, especially with third-country training. Mission statistics for third-country training were therefore used for some of the country profiles when mission data appeared to be more reliable than the PTIS totals.

Given these data limitations, only general trends can be ascertained. Also, some of the discussion may be uneven across countries since the sources of information for this inquiry were dependent on available data and documentation primarily within AID/Washington. A more rigorous and balanced approach would require visits to the individual countries for primary data which is beyond the present scope of work.

### III. TRENDS IN FEMALE PARTICIPATION IN AID TRAINING

According to data in the Participant Training Information System (PTIS) of the Office of International Training (see Table 1 in Appendix A), approximately 17,508 participants were reported to be in U.S. training during FY 1987, and 2,280 in third-country programs. When the total number of participants is broken down by sex, however, the percentage of female participants is disproportionate, representing 24 percent of the overall participant total (25% of U.S. training and 16% of third-country training). As reflected by the following graph, this rate varies considerably among the different AID geographic regions for both U.S. and third-country training. Accordingly, the LAC region reported the highest percentage of females in U.S. training during FY 1987 (35%), followed by Africa (22%), the Near East (18%), and Asia (13%). A regional comparison of third-country training reveals a similar pattern of female participation rates, with Asia (12%) and the Near East (6%) lagging behind Africa (14%) and Latin America and the Caribbean (33%).

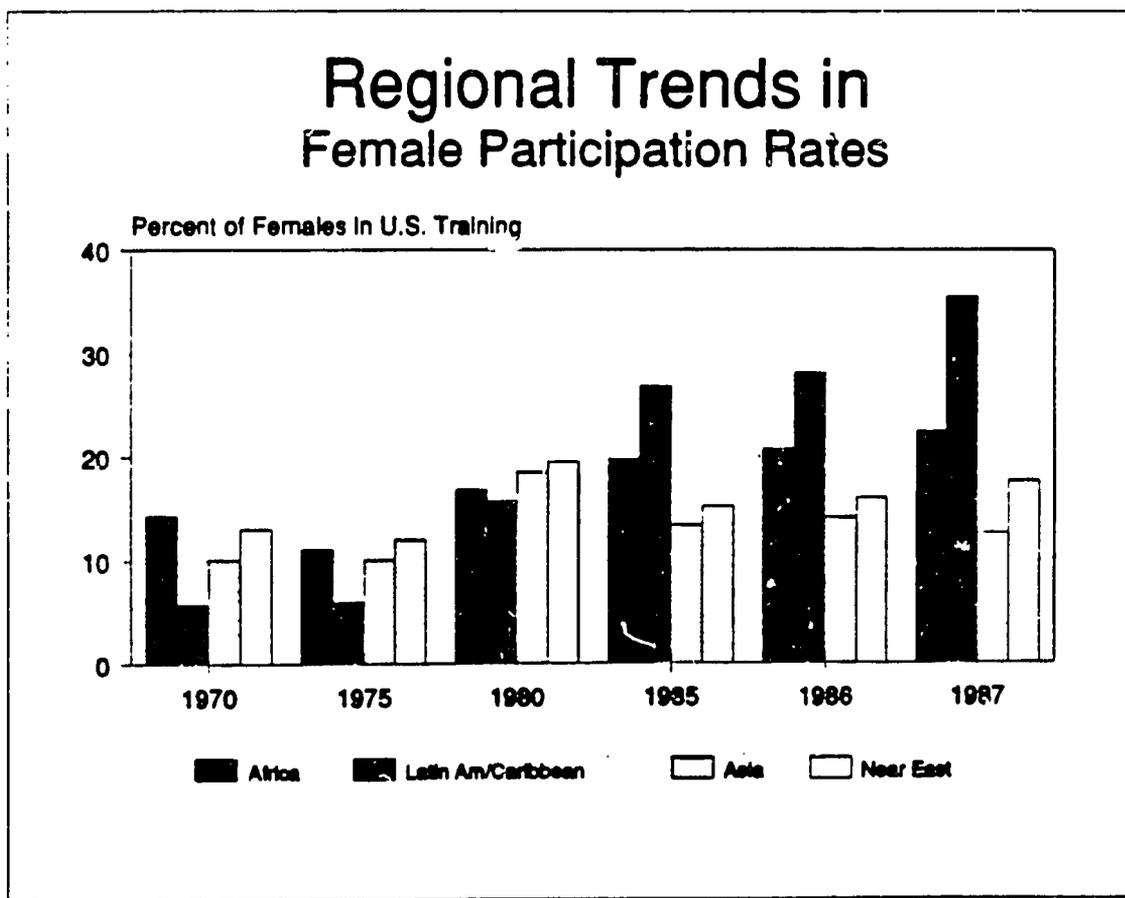


The following discussion identifies various trends in the Agency's Participant Training Program in relation to female participation across regions, as well as differences in the type of training among the regions in terms of the degree objective, length of training, field of study, and the participants' age range. Corresponding tables are found in Appendix A.

## A. U.S. Training

As shown in Table 2, U.S. participant training in the Asia/Near East region has increased considerably from 4,151 in 1970 to 6,816 participants in 1987, but has decreased as a percentage of the total U.S. training. In relation to the other regions, the Asia/Near East region sponsored 80 percent of total U.S. training in 1970, but only 40 percent in 1987. This is explained, in part, by the relative increase in training activity in the LAC and Africa regions since 1985. Indeed, the LAC region sponsored almost twice as many participants as any of the other regions during 1987.

The following graph demonstrates that the female participation rates in U.S. training for all regions increased from 1970 to 1980, at which point both the Asia and Near East regions reported slightly higher percentages of female participants than the Africa or LAC regions. Subsequent to 1980, however, female participation from the Asia and Near East regions appears to decline, in contrast to steadily increasing rates for Africa and LAC. This decline is more marked for Asia than the Near East. Since 1985, the LAC region has recorded the highest percentages of females in U.S. training compared to the other regions.



## B. Third-Country Training

Third-country training is also an important component of the Agency's Participant Training Program. As evidenced by overall numbers presented in Table 3, third-country training has decreased in importance since 1970 in the Near East and LAC regions, but has steadily increased in the Africa region. While third-country training in Asia has also decreased from a peak in 1970, it has continued to play a major role in the region's training. Asia has consistently sponsored more third-country training than the other regions over the years, and reported almost 50 percent of the Agency's overall third-country training in 1987. Yet, similar to ANE's performance in U.S. training, the percentage of female participants in third-country training from Asia and the Near East lags behind the record of the other regions in recent years.

## C. Regional Comparison of Type of Training

In order to gain some insight into the better record of the LAC and Africa regions in recruiting more women into the training program, a regional comparison of the type of both U.S. and third-country training programs in which women participated during FY 1987 was made to identify possible patterns (see Tables 4-11). Accordingly, a majority of females in U.S. training from both the LAC and Asia regions was sponsored for technical programs; whereas, a majority of female participants from Africa and the Near East was enrolled in U.S. academic programs. Of all the regions, only LAC sponsored more undergraduate training in the United States than at the graduate level. In contrast, only one female was sent to the U.S. for undergraduate training from Asia during 1987. The primary fields of study varied somewhat among the regions, with the largest proportion of females from LAC, Africa and Asia enrolled in the humanities and social sciences, followed by business and public administration. The primary field for the Near East was science and engineering, followed by health. Also, female participants in U.S. training from the Near East and LAC regions were younger than those from the other regions (i.e., 20-29 years of age compared to 30-39 years).

Most third-country training for all regions during FY 1987 was technical, with programs of three months or less. However, sizable proportions of females from the Near East (25%) and Asia (44%) were enrolled in third-country academic programs, primarily at the undergraduate level. The most notable difference among the regions with regard to field of study was the concentration of female participants from Asia and Africa in third-country health programs; whereas, half of LAC female participants was in the humanities and social sciences. Female participants from the Near East were evenly divided among various fields.

The foregoing discussion indicates a great degree of variability in the type of training sponsored by the different regions. In order to better understand the uneven levels of female participation in AID's training program from the three geographic regions, a number of Agency staff was consulted from the regional bureau education offices for their views. In addition to various socio-cultural considerations within each region, it was suggested that the program approach and project portfolio of the individual bureaus may account for some of the discrepancy in female participation rates across regions.

Accordingly, both the LAC and Africa Bureaus have important regional training projects which have designated targets for the number of female participants, as well as more control at the bureau-level to enforce these targets. The Central and Latin American Scholarship Program (CLASP), for example, presents a target of 40 percent which it has achieved over the past several years. The Africa region has also had several regional training projects with specific targets for female participants (e.g., the Sahel and African Manpower Development Projects and the African Graduate Fellowship Program set targets at 25%; follow-on projects have increased this target to 35%).

These regionally-funded projects are also distinguished by their requirements for the submission of annual training plans to the central AID/W office by the missions demonstrating adherence to project targets. In some cases, these plans provide the basis for the allocation of funds. The ANE Bureau, however, follows a much more decentralized approach with its projects. There are no regional training projects, nor does the Bureau have any centralized control over the implementation of training activities.

Given the differing project portfolios and type of training sponsored by the regional bureaus, a more in-depth analysis of each region's socio-cultural, educational, and development backgrounds would be necessary to explain the differing female participation rates among the regions. Such an assessment, however, is beyond the scope of this study. Instead, the low level of female involvement in AID-sponsored training in the Asia and Near East regions is examined in more depth in the following sections through the experience of a selected number of ANE countries.

### III. FEMALE PARTICIPATION: THE ASIA EXPERIENCE

#### A. Regional Overview

AID's regional activity in Asia consists of ten field missions in countries which represent a variety of socio-cultural and religious backgrounds, as well as different levels of economic development. These include Bangladesh, Burma, India, Indonesia, Nepal, Pakistan, the Philippines, Sri Lanka, Thailand, and the South Pacific Islands. AID's Participant Training Program in Asia is marked by a notable decline after FY 1970 in terms of overall numbers, which may be a reflection of a shift in the focus of AID's work in the region from training to other areas. Over the past three years, however, numbers have increased dramatically to a current peak of 3,253 participants in U.S. training during 1987.

The most notable trend in program activity among the various field missions since 1970 is a gradual decline in overall participant training in the Philippines and Thailand. With these exceptions, the other USAID missions in the region have active projects with participant training components. Indeed, Pakistan and Indonesia, which lead the region with the largest training programs, also rank among the five largest programs Agency-wide. General participant training projects, which are mainly concerned with providing technical and academic training in the U.S. and third countries, are currently being implemented in Pakistan, Indonesia, Nepal, Bangladesh, India and Burma.

The Asia Bureau formally outlined a Women in Development strategy in 1984 before its merger with the Near East Bureau, which presented training as a way of moving women into leadership positions. The 1984 Strategy encouraged field missions to set a target of 25 percent for recruiting female participants in the training program and emphasized in-country and private sector training, especially in countries where resistance was encountered to permitting females to leave for overseas training. Despite these earlier efforts, the regional female participation rates during 1987 were only 13 percent for U.S. training and 12 percent for third-country training.

As presented in Table 12, a comparison of the female participation rates in U.S. training during FY 1987 among the countries in the region places the Philippines, Thailand, Indonesia and Burma above the regional average; whereas, Pakistan, India, Sri Lanka and the South Pacific Islands reported the lowest rates in the region. While a review of the rates for selected years since 1970 shows a consistent performance by the Philippines, Thailand and Indonesia in improving female participation in U.S. training, rates for the other countries in the region have fluctuated over the years.

As discussed above, the Asia region historically has sponsored more third-country training than the other regions, and reported almost 50 percent of all third-country training during FY 1987 (see Table 3). Yet, only 12 percent of third-country participants were female during 1987. This suggests that recruiting females for regional training may be just as problematic as for U.S. training despite the difference in distances. Moreover, most of the region's third-country training is sponsored by a few countries (i.e., Nepal, Bangladesh, Pakistan and Sri Lanka). In contrast, very little third-country training is conducted by the Philippines or Thailand, both of which have a number of excellent training institutions.

As reflected in Table 13, Indonesia, Bangladesh, Nepal, Burma and the South Pacific Islands reported higher than average female participation rates in third-country training during 1987, while Pakistan, India and Sri Lanka remain substantially below the regional average of 12 percent. Only Nepal and Indonesia appear to have gradually increased the percent of females in third-country programs over the years.

An examination of the type of U.S. training sponsored in the region during 1987 reveals that a majority of Asia participants (60%) attended technical programs, of which most were less than three months. Academic U.S. training was primarily at the graduate level. A majority of all participants (62%) was between the ages of 30-49, with slightly more falling into the 30-39 age group. There do not appear to be any notable differences between male and female participants in U.S. training with regard to length of training, degree objective or age range. However, relatively more males than females were studying the hard sciences and agriculture; whereas, a larger percentage of females was enrolled in management-related programs, followed by health and agriculture (see Tables 4,6,8, and 10).

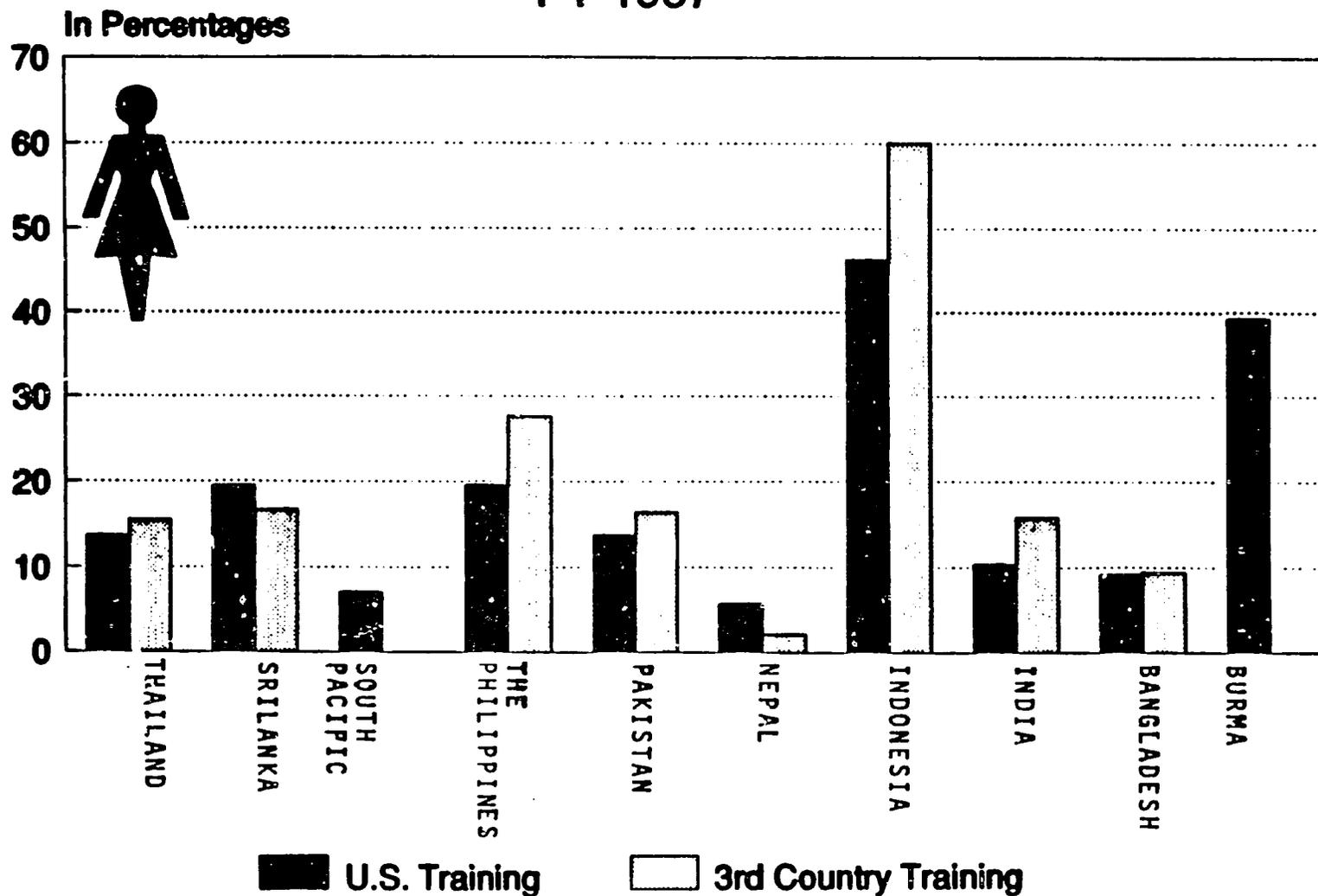
Similar to U.S. training, two-thirds (67%) of all third-country training in Asia was technical during 1987. However, while academic training in the U.S. was mostly at the graduate level, more academic participants in third countries were pursuing undergraduate. It also appears that a larger percentage of females than males was enrolled in academic programs in third countries. While agriculture was the primary field of study for males in third countries, comparatively more females were sponsored for training in the medical and health fields (see Tables 5,7,9, and 11).

These data suggest that different training needs are served by both U.S. and third-country training. For the Asia region, it appears that U.S. training is important for technical and graduate training in general; whereas, third-country training offers more opportunities for undergraduate training, especially in the areas of agriculture and health. In general, the data do not demonstrate any significant differences between males and

# Female Participants by Country

## U.S. & 3rd Country Training

FY 1987



females in the type of training in which they participated, with the possible exception of the field of study. Accordingly, the data suggest that comparatively more males are sponsored for training in agriculture and the sciences, while females are sponsored for health and management-related training.

A comparison of basic socio-economic characteristics of selected Asian countries (see Table 14) suggests that those countries with generally more positive indicators (i.e., higher per capita GNP and diversified economies; lower fertility, population growth, and infant mortality; and higher literacy and educational levels) have better records of including women in the AID Participant Training Program. The Philippines, Thailand and Indonesia fall into this category. However, there are notable aberrations to this supposition. Sri Lanka, for example, ranks among the better socio-economic performers, yet has one of the lowest female participation rates in the region.

Also, this comparison is too simplistic to determine which factors, if any, influence the female participation rate. For example, Pakistan has a relatively high per capita GNP and a diversified economy (i.e., only 55% of population employed in agriculture), but has the lowest female participation rate in the region. Similarly, India has relatively lower fertility and infant mortality rates and higher educational levels, but ranks with Pakistan in having one of the region's lowest female participation rates. In addition, India and Pakistan appear to have relatively larger female urban populations than Indonesia or Thailand, suggesting that urban vs. rural residence does not necessarily influence the degree of female participation.

A much more sophisticated analysis would be required to determine which factors, or combination thereof, might correlate with female participation rates in AID training. Given the data limitations of the current study, a number of countries were selected for further study in an attempt to identify common factors within the Asia region which influence the degree to which women participate in AID's training program. Bangladesh, India, Indonesia, Nepal and Pakistan were selected because they represent a range in socio-economic and cultural backgrounds and have sizable participant training activities. The following country profiles thus explore in greater detail the status of women in these countries in relation to their involvement in training activities.

## B.1 - BANGLADESH

### 1. Status of Women

a. Socio-Economic Overview (Tables 14 and 15). Bangladesh is one of the poorest and least developed countries in the world with the lowest per capita income in the region (i.e., \$150). The population is primarily Muslim and is largely engaged in agriculture. According to a recent study by the Population Crisis Committee (a non-profit organization based in Washington, D.C.), the status of women in Bangladesh ranks lowest of 99 countries surveyed. The typical Bangladeshi woman lives in a rural village, has a life expectancy of 51 years, and gives birth to six children--the highest fertility rate in the region.

Women constitute a rapidly growing segment of the labor force in Bangladesh, although their share in 1981 was only 4 percent. Most are engaged in agriculture (70%), followed by manufacturing (12%) and services (10%). Very few women are in professional or administrative positions. Although there are underlying cultural proscriptions against women working outside the home, deepening poverty is forcing many rural women to seek income-producing work. The growth of small industry, particularly in textiles, electronics and pharmaceuticals, is opening up more opportunities for marginally-educated women in urban areas. Better-off urban women are also entering the workforce in greater numbers, especially in government service and low-level professional jobs. The Government of Bangladesh (BDG) has instituted an "affirmative action" program for women in public service with a ten percent target. A recent review of women in Bangladesh (Schaffer, 1986) noted that some ministries have exceeded this target, including Health and Population and Social Welfare.

b. Educational Overview (Tables 16-19). Literacy and educational attainment levels are low for women in Bangladesh, and there are also substantial gender differences. Only 18 percent of adult females nationwide are literate compared to 40 percent of the adult male population. Educational enrollments are also disproportionate and seem to increase with age and level. Accordingly, in 1985 females constituted 40 percent of primary school enrollments, 28 percent of secondary enrollments, and 18 percent of higher education enrollment. Low levels of female participation in the Bangladesh education system can be explained, in part, by the practice of sex-segregated education, which discriminates against girls through an insufficient number of free primary schools, costs for books and supplies, lack of adequate transportation, and scarcity of primary and secondary female teachers and girls' schools.

The educational attainment rates further reflects high dropout rates for females. For example, in 1974, only 5.4 percent of the female population 25 years and older completed primary school, 1.4 percent completed secondary, and less than one percent (.1%) obtained a higher education degree. Of the few females with advanced training, most are found in liberal arts programs in formal education, and traditional female activities in non-formal or vocational training. However, there is some indication that Bangladeshi women are branching out more into public administration, the sciences, and medicine (Schaffer, 1986). This is supported by UNESCO statistics which show that although the majority of females enrolled in higher education in 1984 was studying the humanities and social sciences (64%), a sizable percentage was also enrolled in science and engineering fields (21%). Despite these gains, the pool of educated females in Bangladesh is small, and their educational backgrounds are generally irrelevant to the country's development needs. Thus, educational considerations alone seriously limit the eligibility of many Bangladeshi women for professional employment and advanced training opportunities.

## 2. Participant Training Profile

a. USAID Training Strategy. Participant training has played an increasingly important role in the Mission's project planning and implementation since the program began in 1971. The Mission reports that over 1,800 Bangladeshi citizens have been sponsored for academic and technical training in the United States and third countries since 1976. A review of mission training in 1983 showed that the majority of participants was trained in management, family planning, and agriculture (see Mission Training Strategy, 1984). Although in-country training has received considerable attention in the past, third-country training is being increasingly emphasized.

The Mission's current training strategy is to strengthen the managerial and technical skills of the country's weak human resource base, especially for managing public programs and for the growth of private enterprises. The traditional audience for AID training has been mid-level public sector managers and technicians, although more emphasis will be increasingly placed on private sector candidates and women. Most of the Mission's current training falls under a few projects:

Activities under the Technical Services Project include U.S. and third-country training to upgrade the institutional capability of existing government institutions responsible for planning and managing development projects. This project also provides technical assistance and training to the Institute for Post-Graduate Studies in Agriculture (IPSA) as a means for improving higher agriculture education for public and private sectors. The Development and Management Training Project

provides academic and technical training in skills critical for designing and implementing development projects for managers from public and private organizations. The Family Planning Services Project includes a participant training component, as well as an in-country scholarship program to improve secondary school enrollment for girls.

b. Female Participation in Training. The Mission's analysis indicates that female participation in both U.S. and third-country training has gradually increased since 1984 when overall female participation peaked at 29 percent. Their records show that women's share was less than ten percent of all training before FY 1984, but has constituted 20 percent of the total participant pool since then. These increases, however, have largely been in third-country training which has a better record than U.S. training in recent years of including women (see Tables 12 and 13). Of the Mission's nine bilateral projects with participants in training during 1987, only four sponsored any females. Of these, only the Family Planning and Technical Resources Projects sponsored more than two females. The following describes in more detail the type of training females participated in during 1987 (see Table 20):

- U.S. Training. Almost all females were in technical training programs, with the exception of one academic participant in a graduate program. Training for males was equally divided between technical and academic at the graduate level. About half of both males and females in U.S. training were between the ages of 30-39, with most of the rest between 40 and 49. While similar proportions of both sexes received training in the humanities and social sciences, more females were in public or business administration and health programs, and more males were in science and agriculture.

- Third-Country Training was mostly technical for both sexes during 1987, and most programs were less than three months. The dominant age range for both sexes was the same as in U.S. training: between 30-39 years. Interestingly, while most female trainees received training in the humanities or social sciences, a majority (77%) of males was sponsored for training in health.

- In-Country Training. Although complete data on the Mission's in-country training activities are not available, recent experience suggests a high participation rate for women (i.e., in 1987, 357 females and 585 males received in-country training). The majority of these women were in extension training under the Family Planning Project and an Urban Volunteers Program. The Mission added that a database on in-country training has recently been developed.

### 3. Constraints to Selecting Females for Training

The Mission notes that obstacles to recruiting women candidates for in-country, third-country and U.S. training are similar with some variation. These generally involve underlying socio-cultural factors, including the Islamic tradition, as well as institutional constraints associated with the type of AID training available.

a. Socio-Cultural Constraints. Women's roles in Bangladesh vary according to a number of factors, such as class (based primarily on land ownership and education), religion, and general economic conditions in various geographic areas. However, most Bengali women are dominated by a patrilineal kinship system, irrespective of religion, which enforces women's dependence on men. Their roles as daughter, sister, wife, and mother keep them under the protective care of men. Women marry early and move to the husband's home after marriage. A Mission-sponsored profile of Bangladeshi women (Alamgir, 1977) noted that approximately 75 percent of rural women are married before the age of 18. Being a wife and mother is the primary role for Bangladeshi women. Widowhood or divorce can be a real threat to their economic and social well-being, since they lose their status as wives. A woman without a son also has no social status.

The Islamic tradition is strong in Bangladesh and presents a number of obstacles to recruiting women for training programs, whether in nearby villages or overseas. In theory, Islamic values promote equality between the sexes; however, in practice, Bangladeshi women are subordinate. The inferior status of Bangladeshi women is reinforced by the social system and emphasized in many ways: e.g., addressing the husband formally through indirect address, keeping the head covered in his presence, and remaining physically separate when unrelated males are present. This is further reinforced by Bengali cultural traditions which assign women to household tasks. The practice of pardah, which literally means curtain, in the strictest sense confines a woman to home and requires her to cover herself in public. More broadly, pardah refers to a woman's modesty and restrictions on her interactions with unrelated males. The lack of mobility associated with this practice handicaps rural women in many ways, e.g., women seldom leave their homes except to visit relatives and are often covered when they do; women rarely, if ever, go shopping in the market; and women who work outside the home are considered potentially immoral.

There is some evidence that the rigidity of this custom is easing due to poverty; however, many women are still confined to their households and are thus inhibited from taking advantage of outside opportunities such as training. This was supported by the Mission which noted that family and personal problems are significant obstacles to recruiting female candidates as single women are often not permitted to travel far from home.

b. Institutional Constraints. The Mission indicated that a major and primary constraint for all types of training is "the dearth of appropriate women executives specifically, and female candidates in general. In Bangladesh, the average number of women executives in the public sector probably does not exceed five percent and most of them are at junior levels." Also, the selection of candidates, which is made on a competitive basis including academic records, experience and language proficiency, gives men a comparative educational advantage. The Mission added that other donors are vying for prospective candidates from the same pool, which further limits the number of suitable candidates. Although women have recently been entering professional government positions in record numbers as discussed above, women managers are not given priority for training opportunities and are often overlooked in the selection process given their general lack of influence in Bangladeshi society. The Mission reported that it took almost two years before 50 female candidates had been identified, which would have taken about three months if the candidates had been male.

#### 4. Strategies for Increasing Female Participation

a. Host Government Strategies. Several BDG efforts to recognize the important role of women in the national development process include establishing a Women's Affairs Division within the President's Secretariat; reserving ten percent of public sector jobs for women; and allowing women to compete in foreign and administrative service sections of the civil service exams for the first time. However, the BDG's Third Five-Year Plan allocates only 0.4 percent of its development budget to women's programs.

b. Mission Strategies. USAID has been sensitive to conditions of women in Bangladesh for some time. The Mission developed a WID strategy as early as 1983, for the purpose of expanding opportunities for women to participate in the economy of Bangladesh and to improve their overall quality of life. The Mission also developed a WID Implementation Plan (Berger and Greely, 1987) which provides guidance to project officers for incorporating the concerns of women into the Mission program. Rather than develop women-specific projects, the Mission has attempted to integrate WID initiatives within the overall program and specific projects. The Mission also established a WID Committee which reviews all Mission projects for WID concerns.

The Mission has continuously encouraged the BDG to support greater participation of women in all types of training programs. To this end, Mission efforts have included implementing in-country training programs exclusively for women executives of government, semi-government and private sectors; providing technical assistance and training to female managers of small businesses and other income-generating projects;

encouraging the BDG to implement projects through NGO's to address the needs of female target audiences; offering training opportunities to the BDG emphasizing female nominations wherever possible; and incorporating earmarks for female trainees in some projects, with a proportional utilization of funds.

At one time, the Mission waived the requirement for the BDG to finance the international travel costs for female participants under some projects in order to increase their participation in the training program. (However, in response to pressing need, the Mission now finances travel costs for all participants.) The following are specific examples of project mechanisms which have helped the Mission develop increased female participation in its training activities.

- Family Planning Services Project. Under this project, a pilot scholarship program was established to increase female secondary school enrollment through the use of scholarship incentives for 3,000 girls and special facilities in 22 secondary schools. A recent evaluation of the program demonstrated its success. The Mission hopes to use this project component as a model to spur efforts by other donors to improve female education opportunities in Bangladesh.

- Technical Resources Project originally allocated 21 percent of funds for a special women's training component for management and related training. However, as noted in a recent evaluation (WID/Development Associates, 1987), funds for this activity have been underutilized because of internal conflict within the implementing agency (Ministry of Social Welfare and Women's Affairs), which stalled nominations. As a result, funds have been reallocated within the project, reducing the set aside for women trainees. It was suggested that regular channels be used for nominations.

In-country training, however, under this project has been very successful in reaching large numbers of women. In cable correspondence, the Mission reported that "by using a 3-module design with on-the-job experience alternating with classes tailored to the expressed needs of homogenous groups of women trainees, and by using the local language for all teaching and materials, we are providing women with directly usable management skills. By concentrating on short-term in-country training, we also overcome reluctance on the part of women's families, and their organizations, to send them for training."

- Development and Management Training Project. One output of this project is an increase in the number of women in the management professions. This is a good example of a project that attempts to ensure equal access of women to project benefits through the provision of training targets in terms of funding levels. As stated in the project paper, one third of all project activities will involve training and career assistance for

women. The Mission elaborated on this in its WID Plan, in which "30 percent of overall training funds must be used to train women managers and management trainees--and numbers of trainees in specific categories. These funds must be distributed among the different management-level categories in a specific way (i.e., not all funds earmarked for women can be used to train junior level managers...some of the funding must go to mid-level and senior women managers, but trainees can be drawn from either the public or private sectors."

This project also incorporates technical assistance to assist in the selection of female candidates as one way to support its goals. Also, "since the project is based on a rolling design, with targets reviewed and adjusted on a yearly basis, actions can be readily taken if WID targets are not met." However, the project provision to withhold public sector funds if WID targets are not met was negotiated away under USAID pressure to have the project agreement signed.

- Higher Agricultural Education Project is in the planning stages, but proposes to strengthen the Bangladesh Agriculture University in order to produce more graduates, with women mentioned as the ultimate beneficiaries. This project came about partly in response to the shortfall of female students at the Institute for Post-Graduate Studies in Agriculture resulting from the limited number of female graduates of agriculture universities.

## 5. Summary Statement

Pervasive poverty, a highly sex-segregated society, and the subordinate position of women to men provide the context for assessing the status of women in Bangladesh. A recent study by the Population Crisis Committee ranked the status of women in Bangladesh as the lowest of 99 countries surveyed. The typical Bangladeshi woman lives in a rural village, has a life expectancy of 51 years, and gives birth to six children. Women's economic role is largely home-based and constrained by cultural restrictions on their participation in market-based activities, although poverty is forcing many to seek income-earning jobs outside the home. The majority of women who work for wages, however, earn far less than men. Women's educational levels are much lower than for males, and the pool of professional and technical women is small. Although more and more women are entering the workforce, especially the government sector, they tend to be in low-level jobs and generally lack the technical background or qualifications required for much of AID training opportunities.

The foregoing analysis of female participation in USAID's participant training program revealed that more Bangladeshi women participate in third-country training than in U.S. programs, and both are primarily technical with a duration of three months or less. While the primary field of study for U.S. female participants was management-related, third-country training was primarily in the humanities and social sciences.

In general, the Mission is very supportive of training for women, which it feels is important for developing leadership roles as well as role models for girls. However, in response to exhortations to aim for specific target percentages, the Mission believes it is more useful to assess the institutional, socio-cultural and linguistic constraints, as well as the particular places in society and the workforce which are or might be occupied by women if they could obtain training. The Mission indicated that third-country and in-country training are more appropriate for women of Bangladesh than U.S. training, given that a greater number of women participants can be sponsored in groups with other females.

## B.2 - INDIA

### 1. Status of Women

a. Socio-Economic Overview (Tables 14 and 15). Although AID expects India to achieve middle-income status by the end of the 1990's, India remains one of the world's poorest countries, with 40 percent of its population living below the poverty line. The majority of its population is Hindu, and is engaged in agricultural activities. As presented in the Mission's CDSS, however, India's recent achievements include an overall improvement in socio-economic conditions, including an annual per capita income of \$270. Yet, a persistent population growth rate of 2 percent and above presents an increasing strain on the country's financial, institutional, and natural resources. The typical Indian woman has a life expectancy of 56 years and a family of four children. Females constituted 21 percent of the workforce in 1981, of which the largest proportion was engaged in agriculture (83%). Of those in non-agricultural jobs, most were in the manufacturing and service sectors. As noted by the Mission, only recently have Indian women been joining professional jobs, and even so, their numbers are negligible.

b. Educational Overview (Tables 16-19). India has made considerable progress in education since Independence. Literacy has increased from 17 percent to 41 percent in 1987, although female literacy lags behind that for males (i.e., 26% compared to 55%); and 92 percent of the relative age cohort is enrolled in primary school. As in the literacy rate, corresponding statistics for females enrolled in education are considerably lower than that for males. For example, females represented 40 percent of total primary enrollments in 1984, 33 percent of secondary enrollments, and 26 percent at the higher education level. Poverty, overcrowded classrooms, lack of equipment, and deep-rooted cultural factors have contributed to a high female dropout rate, resulting in a small pool of females who have completed secondary school or higher education. According to UNESCO statistics for 1981, only 6.6 percent of females over 25 years of age completed secondary school, and 1.1 percent obtained higher education credentials.

Moreover, the fields of specialization among this small number of educated Indian women are largely irrelevant to the demands of social and economic development. For example, an AID report on Asian women (Office of Women in Development, "Women of the World," 1985) noted that nearly two-thirds of Indian females enrolled in higher education in the mid-1970's were pursuing arts courses. Similarly, UNESCO statistics indicate that 78 percent of females enrolled in 1980 were in the humanities and social sciences. The AID/WID report further noted that institutional sex biases tend to reinforce traditional Indian behavioral patterns in which education is a consumer commodity for a girl which adds to her eligibility for marriage.

## 2. Participant Training Profile

a. USAID Training Strategy. The Mission's overall development strategy is to assist India in sustaining and accelerating its recent socio-economic achievements through contributions in science and technology. Program objectives are specifically focused on improving India's institutional and human resources capacity to apply new scientific methodologies and technological innovations. As noted in the CDSS, "although India has the world's largest system of higher education and the world's third largest pool of science and technology expertise (3.5 million persons), the number of scientists, engineers and qualified technicians per thousand of population is one of the world's lowest. Educational quality at this level is uneven and reflects the critical needs of improving the institutional capacity to produce and improve India's science and technology human resource base."

The Mission's education and training strategy is designed to meet this need, largely through the Development and Management Training Project, which cuts across all sectors. Its aim is to improve the technical and managerial skills of India's human resources by targeting the professional community, including scientists, technicians and managers.

b. Female Participation in Training. Although there has been no regular participant training program in India between 1971 and 1978, the female participation rates since then are among the lowest in the region for both U.S. and third-country training. During 1987, only seven percent of U.S. participants were women, and there have been no female participants in third-country training for the past several years. Given the Mission's current development focus on science and technology, most of the training sponsored by AID is professional job-oriented. The following illustrates the kind of training typical of female participants sponsored for U.S. and third-country training based on 1987 data (see Table 21).

● U.S. Training. Most U.S. training during 1987 was under agriculture, irrigation and energy projects, in which very few females were included (e.g., 351 participants of which 4 were female). The project with the most female participants was the Development and Management Training Project which sponsored 18 female participants. Interestingly, a family planning project sponsored 12 males, but no females. Similarly, a PVO project sponsored 16 males and only two females in U.S. training during FY 87. All of this training was technical for both males and females. While most of the technical training was three months or less, about one fourth of both males and females were in programs between 3 and 6 months duration. The dominant age range for both sexes was between 40 and 49 years. While females were fairly evenly divided among the humanities/social sciences,

health and science fields (i.e., 29%, 25%, and 25% respectively), more than half of the males was in science and engineering programs (55%), followed by agriculture (29%).

- Third-Country Training. Most of the Mission's regional training was technical and in the fields of science and agriculture. Very few women have been sponsored by the Mission for any regional training, with none during the past two years.

- In-Country Training. Mission records for the past three years suggest that far more women participate in in-country training than in external participant training. During the past three years (FY 85-87), the volume of in-country training has been great (8,240 trainees), of which 66 percent have been women (or over 5,400 participants). The bulk of this training in 1987 was in health education and social welfare.

### 3. Constraints to Selecting Female Participants

Although the Indian Constitution guarantees equal rights and protection for women, longstanding cultural biases regarding the role of women, especially embedded in Hindu practices and beliefs, give men a comparative advantage in educational and career opportunities. In addition, constraints to recruiting women may vary according to the type and location of training offered. Female candidates for in-country training, for example, may find it difficult to be away from home for several weeks without support services for the family. The Mission also noted that women who work at daily wages incur financial loss of wages during the training period and, thus, may be reluctant to attend. Inadequate housing and other facilities for women at many training centers also limits the number of female participants.

The Mission reported that one of the biggest obstacles to female participation in the training program is the small pool of available candidates, given that most of AID training in India is professional in scientific and technical fields. The Mission further explained that women have only recently been joining professional jobs, and their present number is negligible compared to men. Also, the Government of India is responsible for nominating candidates and often requires a minimum amount of field experience which new female recruits generally lack. Similarly, project-related technical training is limited to project staff, where the number of women is small. The Mission added that "cultural inhibitions on the part of selectors are sometimes responsible for less women being selected for training."

#### 4. Strategies for Increasing Female Participation

The GOI has increasingly supported efforts to address gender-based inequities in education and employment opportunities. Specifically, a Department of Women's Development has been established at the Ministerial level with a women minister as Department Chief. In addition, a National Committee on Women was established under the Chairmanship of the Prime Minister.

The Mission's project portfolio generally supports the policy objectives of the Department of Women and incorporates WID concerns, including an emphasis on training for women in both general training and sectoral projects. The CDSS states that "the women's element of the Development Management Training Project (DMT) has been the most active and productive in the project and the first that a line Ministry (Women's Department) has grasped as having special significance and potential...We have been able to leverage a lot of attention to women's issues through our training projects and we will continue with this emphasis, perhaps even starting a separate training project for women."

DMT funds have supported technical and management training in about 35 different in-country programs for female entrepreneurs, PVO's working for women's development, and trainers of women for income-generating schemes in the private sector. The Mission noted that programs organized in villages rather than isolated training centers and run by women attract greater numbers of female participants. The Mission cited its Integrated Child Development Services Project (GOI'S National Nutrition Program) as a successful example of training run by women at the grass root level.

Other mechanisms used by the Mission to increase female participation have included cash incentives, special programs for women only, and the provision of childcare facilities at the training site have proven effective in attracting more female participants.

Although the Mission did not mention any specific strategies or mechanisms used to increase females in U.S. or third-country training, it did suggest that reserving slots in training programs and reserving a certain percentage of government jobs for women would facilitate a greater number involved in the Mission's training in scientific and technical fields. It is expected that female participation in AID training will increase as more women join professional jobs. The Mission also proposed designing special training programs in areas where fewer women are employed using incentives such as scholarships to attract women in technical and managerial subjects.

## 5. Summary Statement

Recent trends in overall socio-economic conditions in India, coupled with a generally supportive government context, are helping to improve the status of Indian women and their access to professional training and career opportunities. Although their representation in U.S. and third-country training has been minimal in recent years, more women than men have participated in in-country programs. The Mission cited the small number of professional women in science and technology fields as a major obstacle to their recruitment for training under the Mission's current development focus on science and technology. The general training project appears to be the best vehicle for recruiting more women for in-country and external participant training.

Obstacles to recruiting Indian women for in-country training are primarily logistical: women cannot leave their households for long periods without some support services; many Indian women cannot afford to be absent from their work; and a lack of adequate facilities for women. To address these constraints in relation to in-country training, the Mission proposed organizing training near the place of work or home; providing cash and other incentives to attend; providing childcare and other facilities to meet women's special needs; and organizing separate programs for women, run by women. To facilitate recruitment of more women for U.S. and regional training, the Mission suggested earmarking a number of training slots in projects, and providing scholarships for women.

## B.3 - INDONESIA

### 1. Status of Women

a. Socio-Economic Overview (Tables 14 and 15). Although over 90 percent of the population is Muslim, Indonesia is marked by a high degree of cultural diversity, with over 300 ethnic groups. The Mission's CDSS observes that much social progress has been made during the past twenty years, especially in reducing the population growth to 2 percent. Compared to other countries in the region, Indonesia enjoys relatively high per capita GNP (\$530), low fertility (4 births per woman of childbearing age), and high literacy and educational levels.

Women represent about 37 percent of the total labor force, of which more than half is employed in the agriculture sector. The majority of the non-agriculture female workforce is found in the trade, manufacturing (e.g., textiles, pharmaceuticals, tobacco, and food processing), and service industries, with a small percentage employed in professional and technical jobs. Many women are in management positions in private businesses, and are also well-represented in certain professions, including sanitary engineering, forestry, dentistry, and medicine. A report by the Canadian International Development Agency (CIDA, 1986) notes that many Indonesian women hold high positions of responsibility in finance, administration, education, and training. Also, women constitute 38 percent of civil service employment, occupying almost 4 percent of senior positions. A World Bank study (Scott, 1985) reports that half of all working women with secondary and higher education degrees were in government jobs in 1980.

b. Educational Overview (Tables 16-19). Although the Indonesian Government has made considerable progress in providing basic primary education (e.g., total primary school gross enrollment was 118 percent of the school-age population in 1984), there persists some disparities between males and females. While the overall literacy rate was 67 percent in 1980, the rate for males was 78 percent, but only 58 percent for females. Although the proportion of females enrolled in primary school is almost equivalent to male enrollment (48% females; 52% males), this ratio becomes disproportionate at higher levels. Accordingly, in 1984 females constituted 42 percent of secondary enrollment, and 32 percent of enrollment in higher-level institutions.

Despite the increasing availability of educational opportunities in the country, priority is still given to boys who can attend school longer or to older ages, than to girls who often marry early. Although female enrollments in secondary and higher level institutions have been steadily increasing in terms of the gross enrollment ratios, only 3.3 percent of the total female population in 1980 had completed the secondary level, and less than one half percent (.4%) had completed a higher level.

In higher education institutions, females are found in growing numbers in such non-traditional disciplines as law, dentistry, economics, and medicine. UNESCO statistics indicate that the largest proportion of female students enrolled at the third level in 1984 was studying education, social science, and commercial and business administration. Technical schools are generally dominated by males, but females attend teacher training institutes, secretarial schools and language institutes. Despite these gains, however, non-formal training programs are largely focused on traditional female homemaking skills (e.g., sewing, cooking, weaving, batik, basket making, etc.).

## 2. Participant Training Profile

a. USAID Training Strategy. USAID assistance to Indonesia has always placed a strong emphasis on human resource development. Over 10,000 Indonesians have received AID-sponsored training since the program began in 1951 with about 300-400 new participants currently being sent for training each year. The Mission's objectives for the education and training sector include strengthening the Government's policy analysis and planning capabilities in education and human resources development; strengthening the faculties of agriculture and public health; and expanding the base of high-level skilled manpower through participant training, which is supported under most projects. Most of the Mission's training is targeted to the public sector and university personnel, although candidates are being increasingly recruited from private universities and NGO's. Several important training projects include the General Participant Training Project (GPT II) and management training for the public sector under the Private Sector Development Project. Considerable academic training is also sponsored by the Western Universities Agricultural Education Project (WEAE), and the proposed Higher Education Development Support Project (HEDS).

b. Female Participation in Training. Of the current sixteen bilateral projects that have participant training components, only four had more than one female pursuing an academic program in the United States during 1987 (GPT II, WEAU, Family Planning, and Faculty of Public Health). Similarly, only four projects reportedly sponsored more than one female for technical training. Since 1980, the proportion of females in Mission participant training programs has increased to 20 percent of U.S. training, and 28 percent of third-country training during 1987 (see Tables 12 and 13). An analysis of the participation rates for selected years since 1970 indicates a greater increase of females than males in both U.S. and third-country training. The following presents the characteristics of female participants in U.S. and third-country training during 1987 (see Table 22).

- U.S. Training. While the majority of both females and males was enrolled in graduate programs, a larger proportion of females attended technical programs than males (i.e., 41% of female technical participants compared to 24% of males). These programs tend to be less than three months. The predominant age range for both sexes was between 30-39 years. There does not appear to be much difference between the sexes in their field of study, with more than half of each studying business and public administration and the social sciences and humanities.

- Third-Country Training. Almost all of the female participants in third-country training during 1987 were in technical programs; whereas, males were fairly evenly divided between technical and graduate programs. Differences in field of study are apparent for third-country training, in which the primary field is health for females and science and engineering for males. (Records of age range for females were incomplete, with more than half reporting no birth date.)

- In-Country Training. The Mission reported that data on in-country training is not uniformly maintained, but indicated that a higher percentage of women are involved in in-country training than in third-country or U.S. training. Plans to establish a database on in-country training are underway.

### 3. Constraints to Recruiting Female Participants

- a. Socio-Cultural Constraints. Although Moslem women in Indonesia are generally more emancipated than in many Islamic societies, the fact that Indonesia is predominantly Moslem may well be a factor that has contributed to Indonesian women's lower educational attainment and thus limited employment choices and advanced training opportunities. Despite the fact that there is a plurality of Indonesian legal and cultural systems with varying customs among about 300 ethnic groups, women are guaranteed equal status with men under the Indonesian Constitution.

Like women elsewhere, Indonesian women are responsible for family health care and nutrition and have key roles as wife, mother and educator of the next generation. As women's issues tend to be regarded as social rather than productive, national development programs are aimed to develop women's knowledge and skills in the fields of health, social life, family planning, environmental sanitation, and nutritional improvement. The CIDA report notes that Indonesian women enjoy a high status in their homes and actively participate in public life, yet have a limited role in formal decision-making. It was further observed that formal government leadership positions are held by husbands while wives have a corresponding but informal leadership role in the community. This is evident in the GOI's PKK program (a community-based voluntary movement fostering development and family welfare at the village level), which is run by wives of government officials at all levels.

The World Bank study observed that "females miss out on many opportunities for education and training, due to the view that they would not be interested, and particularly, that these opportunities would interfere with their primary duty of taking care of their families." In terms of employment choices, women are limited by their generally lower educational and skill levels and are further disadvantaged by the prevailing view that women are secondary earners. According to the World Bank study, "their earnings are considered to be supplemental to the family's main source of income...and their interest in employment temporary and subject to their prior commitment to their household duties and family responsibilities."

The Mission reports that unmarried women, particularly in their mid to late twenties, face social and family pressure to get married and bear children which is delayed by long-term training. The legal age is 16, although many get married before the age of 15. Mission experience has shown that many young women participants marry before going abroad and hope to become pregnant and have a child before their call forward date. Unfortunately, due to time constraints in the project, becoming pregnant often forces the candidate to drop out of English language training and face possible elimination from the program. Also, husbands have generally supported their wives going for overseas training, but several cases were cited by the Mission where candidates have dropped out due to pressure from husbands or fathers. Thus, it appears that personal and family considerations associated with Indonesian society's expectations of female roles may constrain women from taking advantage of advanced training opportunities, especially out of the country.

b. Institutional Constraints. Other factors limiting the recruitment of female candidates for training include certain GOI policies which tend to favor the husband in terms of job placement, transfers and advancement opportunities. For example, the government is responsible for finding a position in the same geographic region for the wife of a male public servant, but is not responsible for a husband if the wife is being transferred. This may ultimately inhibit a female public servant from looking for advancement opportunities, including an overseas training opportunity. This policy may also indirectly discriminate against selecting a single female for advanced training as she is expected to marry and follow her husband's path and would thus represent a bad investment.

The Mission identified the small pool of eligible women as another obstacle to recruiting more women for training, which it attributed to low number of females in secondary school and higher education. This pool is further limited given that much of AID's long-term training is in fields traditionally reserved for men (e.g., industry, mining, public safety and public administration), and women have tended toward such professions as nursing, education, and secretarial vocations.

#### 4. Strategies for Increasing Female Participation

a. Host Government Strategies. The role of women in national development is addressed in the 1978 Guidelines of State Policy, which specifically supports upgrading women's knowledge and skills. The Government also appointed a Junior Minister for the role of women in 1978 and elevated this position to State Minister for the Role of Women in 1983. This Ministry is now Responsible for policy formulation and implementation for enhancing the role of women in all fields of development.

A major programming activity of this Ministry includes the P2W-KSS program, which coordinates family and social welfare programs carried out by technical departments at the village level. The GOI also receives guidance from the Indonesian National Commission on the Status of Women, which conducts studies on women's issues at the national level. Also, the Women's Congress (established in 1928 as a federation of women's associations) has conducted training courses and workshops to increase civil and political awareness and promote self-reliance among women.

The government's current development program (Repelita IV) places high priority on education as a major instrument for national development, especially for improving women's access to higher education and to fields of study not traditionally pursued by women (e.g., technology and science).

b. Mission Strategies. The Mission explains in its CDSS that gender issues are addressed by projects specifically focused on women and by those with earmarks for women. Two AID projects in particular demonstrate USAID commitment to improving women's access to higher education through special provisions targeting females: the Western Universities Agriculture Education Project and the proposed Higher Education Development Support (HEDS) Project. In addition, the GPT II Project is also concerned with increasing the number of female candidates.

● The Western University Agriculture Education Project (WUAE) is designed to strengthen the capabilities of the faculties of agriculture and related disciplines of the eleven member institutions of the Association of Western Universities. The project's original target of 20-25 percent female participants has yet to be met, with only 18 percent to date. To attain these goals, this project was recently amended to provide exclusively for graduate degree training of women faculty. An additional 40 women staff members will be funded for U.S. academic training in agriculture or related disciplines, and 20 women will be sponsored at Indonesian universities.

This project has also developed a pilot spouse training program, in which spouses accompany the prime candidate to the U.S. on non-degree training. The program relies upon the initiative of participants themselves to propose the training. So far, ten spouses have been selected for non-degree training in the United States, and approval for selecting an additional ten is being sought. This idea evolved from the findings from several studies, elaborated on in the Project Paper, that participants do better when joined by family members as evidenced by GPA and the duration of training, and that a third of all participants across Mission projects was being joined by a family member at one point during training anyway.

- The General Participant Training Project (GPT II) includes a 20-25 percent target for female participants, although a recent project evaluation found this performance to be disappointing. The GOI implementing agency for this project, the Overseas Training Office, recently established a task force to address this issue and is studying ways to increase female recruitment, including the possibility of a spouse training program.

- The Higher Education Development Support Project (HEDS) is in the process of being designed. Its purpose is to improve the quality of selected public and private university academic staff, especially outside Java, and to provide equal access for less privileged groups of potential students, including women. According to the PID, the HEDS project "will improve opportunities for increased participation by women and will also encourage a greater number in traditionally male-dominated areas such as engineering, technology, and basic and life sciences.

## 5. Summary Statement

Thus, the status of women in Indonesia is relatively high compared to other countries in the region in terms of lower fertility and infant mortality rates, higher per capita GNP, and higher levels of literacy and education. Indonesians urban women are also better represented in government service and in selected professions and trades. Despite these gains, Indonesian women face a number of persisting socio-cultural and institutional constraints which limit their opportunities for professional training and advancement. Although their participation in AID training is also relatively better than other countries in the region, their participation in AID training still does not meet the Agency target of 30 percent.

However, as the Mission has expanded its participant training program, the percentage of female participants has been increasing faster than males in both U.S. and third-country training in recent years. The Mission is making efforts to recruit more females in the program through several projects, and expects that the rate of female participation will continue to increase.

## B.4 - Nepal

### 1. Status of Women

a. Socio-Economic Overview (Tables 14 and 15). The population of Nepal is divided into three main ethnic groups (e.g., Newars, Bhotias, and Gurkhas), and is dominated by the Hindu religion. Socio-economic conditions in Nepal rank with the lowest in the region, including an annual per capita GNP of \$160, a population growth rate of 2.4 percent, a life expectancy of 50 years, low levels of literacy, and a high fertility rate of 6 births per woman of childbearing age. The economy is dominated by agriculture which engages over 90 percent of the labor force. Women constituted approximately 35 percent of the labor force in 1971, of which over 90 percent is found in the agricultural sector. Of those working in the non-agricultural sectors, less than one percent are in upper-level supervisory or administrative positions. A former Mission project officer estimated that approximately five percent of all government employees are women, located primarily in the Ministries of Health and Education.

b. Educational Overview (Tables 16-19). Nepal has experienced rapid educational development since 1951 and reported an overall primary school gross enrollment ratio of 79 percent of the school-age population in 1975. Despite these achievements, the adult literacy rate is only 26 percent, with 34 percent of males literate compared to only 12 percent for females. This disparity between males and females is also reflected in school enrollment figures for 1984, in which females constituted 29 percent of total primary enrollment, 23 percent of secondary enrollment, and 20 percent of enrollment at higher levels.

Gross enrollment ratios for males and females are also disproportionate at all levels: e.g., while over 100 percent of males of the school-age population is enrolled in primary school, only 47 percent of the relative age group for females is enrolled. These differences appear to increase with age and level of education, reflecting higher dropout rates among young women as they reach high school and college ages. Thus, only 16.4 percent of the female population over 25 years of age in 1981 completed secondary school, and 4.7 percent of females completed higher education. The content of education is also quite different for both sexes, especially at the university level. UNESCO statistics indicate that a majority (73%) of females enrolled in higher education in 1980 was concentrated in the humanities and social science programs; whereas, larger proportions of males were studying commercial and business administration and science and engineering.

## 2. Participant Training Profile

a. USAID Training Strategy. Since 1952, the Mission has trained more than 3,800 Nepalese participants. During the period from 1974-85, over half of all training was in agriculture and natural resources (54%), one fourth in health and sanitation, and the rest in public administration and education. Training has traditionally been targeted to middle and upper-level managers and technicians from the public sector and the national university system, and has primarily taken place in third countries. The Mission has consistently emphasized third-country training, which has been justified by the cost-benefit involved, the relevance of regional training to the home work environment, regional linkages, less stringent English language requirements, and the existence of excellent regional institutes and universities in India, the Philippines, and Thailand.

Low literacy rates, an inefficient primary education system, and a shortage of skilled manpower were identified in the Mission's CDSS as key problems to address in the human resource sector. The Mission's education and training strategy is focused on expanding participant and in-country training opportunities for women, the private sector, and key GON entities. The proposed training interventions include support to the public and private sectors to strengthen planning, managerial and technical skills in key development areas through a combination of U.S., third-country, and in-country training.

b. Female Participation in Training. Trends in Nepalese female participation rates in U.S. training have fluctuated over the years with a current participation rate of 14 percent. There has been a gradual improvement in the participation of women in third-country training in recent years, with a participation rate of 16 percent during 1987 (see Tables 12 and 13). Of the ten bilateral projects with active participant training components during 1987, only two sponsored any females for U.S. or third-country training. These included the Development Training Project (24 participants) and scholarship training in India (6 females). Data on the type of U.S. and third-country training during 1987 were examined to identify possible patterns in female participation in the training program (see Table 23).

● U.S. Training. More than half of all U.S. participants during 1987 were in technical programs, most of which were for three months or less. A higher percentage of females was sponsored for technical programs, while males were fairly evenly divided between technical and academic programs. U.S. academic training was exclusively at the graduate level, and the primary field of study for both sexes was business and public administration. Females appeared to be older than males, falling into the 40-49 age range compared to 30-39 for males.

- Third-Country Training. In contrast to U.S. training, a majority of third-country Nepalese participants was in academic programs. This was especially true for females (e.g., 77 percent was in academic programs compared to 61 percent of male participants). Primary fields of study overall were agriculture and health. However, while a majority of males was in agriculture and science programs (71%), females were more evenly divided among the health fields (26%), the humanities and social sciences (21%), and agriculture (21%). The dominant age range for both sexes was 30-39 years.

- In-Country Training is harder to characterize, given that data are not separately maintained at the Mission, and many files are old and unavailable. However, the Mission reported that in-country training has been an integral part of most USAID projects, covering such topics as management skills, seed technology, pest control, village livestock health, bio-gas, beekeeping, training of trainers, accounting, malaria prevention, and family planning techniques. Female participation has depended on the type of training offered. For example, of 50 Nepalese who received in-country training during 1987, half was female. Most of these women participated in secretarial and office management training for new entrants to the job market.

### 3. Constraints to Recruiting Female Participants

- a. Socio-Cultural Constraints. There are three distinct socially and geographically homogenous groups in Nepal, representing Tibetan, Buddhist and Indian-Hindu cultures. The latter characterizes much of the government in terms of its laws and persons employed in government positions. Given Nepal's cultural diversity, it is important not to generalize cultural beliefs and practices for all of Nepal. Different policies may be needed in different parts of the country to overcome perceived obstacles to recruiting more women for training. However, some of the traditional reasons cited for disproportionate levels of females in education and the non-agricultural workforce include the Hindu notions regarding the position of women in society, i.e., women are subservient to men and confined to the domestic sphere. Consonant with these beliefs is a reluctance to invest in a female's education and training, given her domestic priorities involving marriage and family responsibilities.

A former Mission officer suggested that women's low government service representation may be more a result of socio-cultural factors than a lack of qualified candidates. He explained that educated middle-class women are not expected to compete for jobs and do not pursue government jobs as aggressively as men. Their first priority is their family, even if their children are in boarding school or with hired help.

b. Institutional Constraints. As discussed above, no more than 5 percent of government and university employees are women, and most are found in the Ministries of Health and Education. While project-related training is often focused on specific GON ministries and departments, recruitment of females for technical training in areas other than health and education is problematic. The number of females is further limited when government rank is a criterion for selection, given that most female public servants are in relatively low-level positions. This effectively eliminates a sizable number of female candidates for AID training since most AID training is targeted to middle and upper management in the public sector. Thus, in addition to low numbers, government rank and seniority, as well as the concentration of females in a few ministries are also factors limiting the pool of eligible female candidates for training from the public sector.

While the Mission claims that obstacles for U.S. and third-country training are not significantly different, in-country training programs are varied enough that standard obstacles are difficult to identify. However, in-country training, which is largely project-related, is similarly constrained by the content of the training, as well as a lack of females on GON project staffs. Programs are often geared to selecting political leaders, wealthy farmers, and influential community leaders in order to maximize the training investment. According to the Mission, "women are often overlooked and in fact are often not able to be full participating trainees when surrounded by more vocal male trainees unless some special effort is undertaken throughout the training to include them."

Other factors restricting female recruitment for in-country training include the low literacy rates and lack of technical skills among the vast majority of rural Nepalese women, as well as a lack of separate training facilities in some cases. Also, Nepalese women may be reluctant to travel away from home for extended periods of time leaving behind family responsibilities for any kind of training.

#### 4. Strategies for Increasing Female Participation

The Mission has established a standard goal to reserve 20-30 percent of training slots for women and has encouraged the GON to accept this standard. Several projects also have built-in targets to meet this goal, including the Development Training Project (25% target for women). The Mission also tries to promote female candidates for training in non-traditional areas. For example, quotas were negotiated with the GON to increase female enrollment, female staff and faculty positions at the Agriculture and Forestry Institutes. Support has also been given to training women as agricultural extension agents.

The Mission has also initiated a major policy dialogue with the GON regarding the training of female village health volunteers. As a result, the GON has agreed to train one community health volunteer for every 500 people throughout Nepal under the Health and Family Planning Project. The Government has also designated Women's Development Officers to be responsible for organizing women's training for Government programs in-country. These officers have been supported in eight ARD districts and have been successful at motivating village women and recruiting them for training. The following are examples of Mission projects that have been successful in recruiting females for training.

- Development Training Project provides managerial and technical training with a 25 percent target for women and 10 percent reserved for private sector. These targets have been achieved since 1985, and the 1988 targets have been exceeded with 28 percent for women and 17 percent for the private sector. The Mission reported that all of these participants have returned to their jobs in their communities. One mechanism that appears to be instrumental in securing these targets is a project Training Plan which is presented annually to GON agencies for nominations, in which specific training slots are designated for female candidates. Another mechanism has been to work through various women's groups such as the Nepalese Women's Business and Professional Club to identify the position of women in the bureaucracy and what their training needs are.

- The Institute of Agriculture II Project includes special efforts to increase female students, staff and faculty. The importance of female extension agents for reaching female farmers was demonstrated in an earlier project (Integrated Cereals Production). Accordingly, a special scholarship program for women was developed to meet a ten percent recruitment goal in the Institute's certificate program for extension agents. A career development workshop for female graduates was recently sponsored under this project which included a number of high-level officials from several ministries. The workshop on "Women in Farming" was an orientation to job options for women professionals in the agriculture and animal science fields. The Institute of Forestry Project is also providing special targets to increase enrollment of women through a special scholarship program.

- The Rapti Integrated Rural Development Project funds some in-country training specifically for women in special skills such as seed processing, storage and marketing and vegetable production. The Project works with GON Women Development Officers and local women's groups to train women farm leaders who can then act as local innovators and para-professional extension agents in training other women. During the first four years of this project, there were no women participants trained. In the last project year, however, an observation tour was organized for

a group representing different women's organizations; and another 11 women were sent for training in India and other third countries. The follow-on Rapti Development Project outlines special efforts to identify qualified women for training.

- Other efforts to train women include a Secretarial Office Assistant Training Project which provides one of the few entry-level training opportunities for urban young women entering the job market. Another is the Legal Services Project which works with poor and illiterate women to help them understand and exercise their rights by providing legal rights education.

## 5. Summary Statement

Although the status of Nepalese women varies according to different cultural traditions among the country's three distinct ethnic groupings, the position of women in Nepalese society has generally been influenced by predominantly Hindu traditions of female subservience to men and confinement to domestic responsibilities. Socio-economic conditions of women in Nepal are among the lowest in the region, with high fertility and low levels of literacy and education. The great majority of Nepalese women is working in the agricultural sector; and very few are employed in government service.

While most of the Mission's participant training is directed to the public sector, some private sector recruitment is being emphasized under several projects. Most of the Mission's training takes place in third countries. Only 15 percent of all Nepalese participants sponsored for training in the U.S. and third countries in 1987 was female. In recent years, female participation rates have been slightly higher for third-country training than U.S. training. Based on the type of training sponsored during 1987, Nepalese women tend to pursue management-related training in the United States on short-term technical programs; whereas, third-country training tends to be academic in the areas of health, agriculture, and the humanities and social sciences. In-country training has been an integral part of most Mission projects and includes women when appropriate. Several Mission projects have specific provisions for improving Nepalese women's access to advanced training opportunities.

## B.5 - PAKISTAN

### 1. Status of Women

a. Socio-Economic Overview (Tables 14 and 15). Pakistan was established as an Islamic state, of which most of the population is Punjabi. Despite a relatively high per capita GNP (\$360), the Mission's CDSS notes that social indicators are disappointing. In addition to a high population growth of 3 percent, adult literacy is only 26 percent, life expectancy is 51 years, and the fertility rate is the highest in the region with almost seven births per woman of childbearing age. A World Bank assessment of Pakistan's performance, noted in a recent review of USAID's work in the social sectors (Weiss, 1988), concluded that "no Asian country with nearly as strong a growth record as Pakistan has had as weak a record in the development of social sectors - in education including literacy, in health and population programs, and in the participation of women in the modernization process."

The rate of female activity outside the home is one of the lowest in the region, with women representing only 9 percent of the workforce in 1973. This low level of involvement can be attributed to Islamic and cultural traditions of Purdah, which have effectively secluded Pakistani women from the mainstream of the country's social and economic development. A recent study on Pakistani women (Khan, Ater, Arledge, 1984) noted that two-thirds of Pakistani women work at home and are self-employed. The small percentage of urban Pakistani women are mostly concentrated in the tailoring, weaving, and household service occupations which do not require much social contact with unrelated males. This study further indicated that the more educated females are concentrated in the medical and teaching professions, but very few are employed in government service.

b. Educational Overview (Tables 16-19). The Government of Pakistan has not made much progress over the years in providing basic education to the nation's children and lags far behind other Asian countries. Total gross enrollment at the primary level was 47 percent of the school-age population in 1984--only seven percentage points above that for 1965. Disparities between males and females in the social sector are well-documented. For example, only 15 percent of Pakistani females nationwide are literate compared to 36 percent of males. Percentages of females enrolled in education at all levels are also disproportionate to that for males and are among the lowest in the region. In 1984, females constituted only 32 percent of total primary school enrollments, 25 percent of secondary enrollments, and 18 percent at the higher levels. The disparities between males and females are also reflected in the gross enrollment ratios at all levels of education. Educational attainment figures for 1981 also reflect high dropout rates for females: e.g., only 4.7 percent of females 25 years or older completed primary school; 4.2 percent completed secondary school; and .7 percent completed higher education.

Despite recent government efforts to improve female access to basic education as evidenced by a budgetary increase for education, the obstacles are immense. These include persisting traditional attitudes which favor boys over girls, Pakistan's segregated education system which separates the sexes after the age of eight, and the high cost of education. The lack of adequately trained female teachers is also a problem, since male teachers are often not permitted to teach female students. In addition, domestic responsibilities prevent many Pakistani females from attending school or completing their education.

Of the few Pakistani women who reach the university level, many are pursuing programs in the humanities and social sciences. A sizable proportion (37%), however, was enrolled in science and engineering fields in 1985 which compares favorably with that for males (i.e., 45%). Although some innovative programs are being introduced to build skills for women in non-traditional areas, most vocational training for women is geared to traditional homemaking skills.

## 2. Participant Training Profile

b. USAID Training Strategy. Training has been a part of USAID assistance to Pakistan since 1952. During the 1950's and early 1960's, the Mission emphasized third-country academic training in management, agriculture and education. Since then, the volume of candidates has increased incrementally from a few hundred per year to more than a few thousand, with a corresponding increase in U.S. training. More than 1,500 Pakistanis participated in U.S. academic or technical training during 1987 alone, making Pakistan one of AID's largest training programs. The traditional audience for AID training opportunities has been public sector employees including technicians, managers and policymakers at the middle to upper levels. Recent emphasis includes private sector candidates, especially small entrepreneurs in family-owned businesses and women.

The Mission's current education and training strategy is focused on the institutional and managerial environment, with a strong training program under the Development Support Training Project. In addition to providing technical and managerial training for public and private sector development, this project supports training under other bilateral projects with placement, monitoring services, and English language training. Several other activities include a sector-wide training program in agriculture that emphasizes agribusiness and support to the private sector; a project to strengthen key higher education and research institutions (i.e., Institutional Excellence Project); and a Special Development Fund, which supports education and other activities for women, NGO's, and the private sector. The Mission is also planning a major primary education project, with an emphasis on increasing enrollment for girls.

b. Female Participation in Training. Pakistan has the lowest record in the region for including women in the training program (see Tables 12 and 13). Females have constituted less than ten percent of total training since 1970, with only six percent female participation in U.S. training during 1987. Female participation in third-country training was even less at four percent. Of approximately 16 bilateral projects with a participant training component, only three sponsored more than one female for U.S. training during 1987. These included the DSTP which sponsored by far the most (84 female participants), a population project (6 females), and an irrigation project with only two females. The following describes the type of training in which females participated during 1987 (see Table 24).

- U.S. Training. A majority of both males and females attended technical training in the U.S. during 1987 in programs of three months or less. Of those enrolled in academic programs, most were at the graduate level. No females were sponsored at the undergraduate level. Females appear to be younger than males overall, with the largest proportion of each sex between the ages of 30 and 39. While half of the females attended business or public administration programs, followed by the humanities and social sciences (22%), the largest proportion of males was sponsored for training in the science and engineering fields (41%), followed by business or public administration (30%).

- Third-Country Training. Almost all of the Mission's third-country training during 1987 was technical with no academic training reported for females. In contrast to the younger age of females in U.S. training, all those reporting a birth date (6 of 10) were over 50 years of age. While the great majority of third-country males was concentrated in the fields of business or public administration (65%), the majority of third-country females participated in medical and health training (60%).

- In-Country Training. The Mission indicated that in-country training is an important vehicle for including Pakistani women in the training program and claims that it serves to widen the base of women sufficiently educated to take advantage of overseas training. Although data is not disaggregated by sex, the Mission provided some examples of recent in-country training activities that included sizable percentages of females. Accordingly, the DSTP has funded about 200 women of 4,198 trainees from 1985-87 in management and entrepreneurship courses; 320 women of 1,465 trainees were trained under the Primary Health Care Project between 1985-88; and 626 women were trained under the Energy Planning and Development Project from 1987-88.

### 3. Constraints to Recruiting Female Participants

a. Socio-Cultural Constraints. Deep underlying cultural constraints to women's involvement not only in the development process, but also in society in general are major factors which both restrict Pakistani girls' participation in the education system as well as prevent Pakistani women from taking advantage of professional education and training opportunities. These constraints are very much tied to fundamentalist Islamic beliefs and practices, which have become even more rigid in recent years, and vary somewhat for rural and urban women, as well as for the location of training.

Since rural women, who constitute the majority of the female population, are less educated than urban women, they are more likely to participate in in-country training than in external participant training. In general, living conditions for rural women make it difficult for them to avail themselves of training and other development opportunities. Domestic responsibilities are extensive and take priority over other activities (e.g., preparation of meals, child care, subsistence farming, carrying water, gathering wood, etc.). Also, information about training opportunities is limited outside the capital area. Rural women are further constrained by high rates of illiteracy and the high demand for female agricultural labor.

Of equal, and perhaps primary, importance is the Islamic practice of Purdah, or female seclusion, which severely limits a woman's mobility outside the home. This practice makes it difficult to get family permission for training, unless exclusively female transportation, accommodations, teachers and classes are guaranteed. Women have frequently been excluded from professional and educational opportunities for lack of adequate hostels and other separate facilities.

Although the Islamic tradition is stronger in rural areas, urban women are also subject to the demands of female seclusion from unrelated males and family control. This factor alone presents a major constraint to females traveling out of the country alone to unfamiliar places, including both U.S. and third-country training. The fact that less women participate in third-country training as discussed above was attributed by the USAID Mission to the high value associated with U.S. training, and the difficulty in getting family permission for training in less known countries, which often do not have the same kind of support services for participants as in the United States.

b. Institutional Constraints. The Mission noted that female access to public sector training opportunities is limited by the fact that most of the female work force is confined to the informal sector, and "training opportunities that do exist for women are limited to 'female' subjects like handicrafts." The Mission further explained that the largest obstacle for

recruiting women for participant training is their underrepresentation in the public sector, since most of AID's training is technical and targeted to mid-level GOP personnel. Indeed, of the small number of public sector females, most lack the technical qualifications for the available training opportunities, given their generally lower educational levels and concentration in lower-level positions. They also tend to be clustered in a few areas, e.g., health and education.

Another important constraint contributing to fewer female candidates is the GOP's nomination process which is complex and lengthy. In the review of USAID's social sector performance (Weiss, 1988), it was noted that some cases have required nearly 50 clearances before the necessary papers reached the USAID Training Office. Discussion with AID contract personnel suggested that this process is especially cumbersome for females. Also, late nominations are frequently proposed which tend to discriminate against females who cannot make the necessary arrangements for their absence with such short notice. The Mission added that women are much easier to recruit from the private sector, noting that 71 percent of the female trainees in U.S. training during 1988 was from the private sector compared to 31 percent of male participants.

#### 4. Strategies for Increasing Female Participation

a. Host Government Strategies. As a result of increasing awareness of the important contributions made by women to the overall development process, the GOP established the Women's Division at the level of Cabinet Secretariat in 1979 to represent the interests and needs of women. This Division now supports the GOP strategy of integrating women into the nation's economic development through programs with outreach potential in delivering services to women in agriculture, health, and education. Although literacy training is the main thrust of the present program, training activities in centers throughout the country include sericulture (raw silk), carpet weaving, and clerical and accounting skills.

b. Mission Strategies. In response to the Asia Bureau's 1984 WID Strategy guidelines, the USAID Mission issued its own policy guidelines that included encouraging more training for women. Despite the Bureau target of 25 percent, no specific target was referenced in the Mission's policy statement. In recognition of the special cultural constraints in Pakistan, the Mission has since established a 10 percent goal for female trainees agreed to by the GOP, as well as a WID Committee to advocate WID concerns within the Mission. A number of Mission projects now include specific WID components, most of which are in training and health and family planning. The following examples of Mission projects demonstrate various mechanisms for involving more women in training.

- Development Support Training Program (DSTP). Of all the Mission's projects, the DSTP has made the greatest attempt to include women on a large scale, allocating one fifth of its \$25 million budget to women. To date, the project has sponsored 2,668 public and private sector participants in the U.S. and 541 in third countries. While the overall rate of female participation is 8 percent, the percentage of females among private sector participants is 16 percent, suggesting that it is easier to recruit females from the private sector. Indeed, the project's private sector training component represents the Mission's "WID success story," and has trained women from banks, pharmaceutical and marketing firms, educational institutions, and small businesses. This initiative tripled the number of women trained in the U.S. Mission-wide in the first years (from 9 in 1984 to 27 in 1985), and doubled it again in 1986 (i.e., 69 female participants).

Third-country study tours of income-generating activities are being considered for groups of female entrepreneurs in countries sharing the same language. In addition to U.S. and third-country training, the project has a major in-country management-training component which has targeted women in mid-level managerial positions and entrepreneurs. The Mission's 1988 Action Plan has proposed selecting 500 private sector participants in FY 88, of which a minimum 20 percent will be female, followed in FY 89 with 600 participants of which 22 percent will be female.

- Primary Health Care Project has also made female recruitment a priority. By combining hostel construction with recruiting efforts for training female health technicians, female enrollment in the thirteen Health Technician Training Schools increased from 20 percent in 1985 to over 45 percent in 1988.

- Population Welfare Planning Project has provided special support to promoting female participation in NGO activities through training over 238 female NGO staff, volunteers, and community health workers in such areas as project development and management, contraceptive technology, and family planning counseling.

- Provincial Agricultural Network Project funded the construction of women's facilities at the Agricultural University in Peshawar in one of the most difficult provinces for training women (i.e., NWFP). As a result, there are now 25 female students and two female faculty members. The project is also supporting the appointment of a Dean of Women.

- Forestry Planning and Development Project commissioned a study on women's participation in the project and is now funding the construction of a women's hostel to facilitate the training of women foresters. Of special note is the project's experimentation with husband/wife forester teams.

● Institutional Excellence Project is in the planning stages and will focus on strengthening selected Pakistani higher education and research organizations. Of special interest is the project's proposed provision for selecting target institutions that offer equal opportunities for women, and for supporting expanded training and research opportunities for women in general.

## 5. Summary Statement

Pakistani women are clearly disadvantaged with regard to educational and professional opportunities, largely because of deep-rooted Islamic beliefs and practices. Their socio-economic conditions are among the lowest in the region. Although per capita GNP is relatively high, Pakistani women are largely cut off from productive resources and are dependent on the financial and moral protection of male relatives. A combination of socio-cultural and institutional constraints have prevented Pakistani women from participating more in AID's participant training program. Indeed, the USAID Mission in Pakistan has the lowest female participation rate in the region, yet it is one of the largest AID training programs.

For those women who participated in AID training during 1987, most was technical in the U.S. and third countries. Management training appeared to be the primary field of study for females in the U.S., while third-country training for females was concentrated in the health fields. The Mission's most successful initiatives in training women to date have been the recruitment of women from the private sector and women's training in management. The Mission concludes that "though obstacles to women's training in Pakistan are substantial, the demand for all types of training is strong, and effective strategies have been and continue to be developed. In-country training is a first priority to widen the base of women sufficiently educated to take advantage of overseas training. Participant training of the more educated and advantaged minority is also important, as they will become role models and trainers of the less advantaged majority."

#### IV. SUMMARY OF FINDINGS & RECOMMENDATIONS

##### A. Regional Trends in Training Women

Data maintained by AID's Office of International Training indicate that the proportion of Asian women participating in the Agency's Participant Training Program is substantially lower than that of the other geographic regions. While female participants from Asia represented only 13 percent of that region's total U.S. training during 1987, The Near East, Africa and LAC regions respectively sponsored 18 percent, 22 percent, and 35 percent. Although Asia sponsored almost half of the Agency's third-country training during 1987, a regional comparison of female participation rates in third-country training reveals a similar pattern, with Asia and the Near East lagging behind the other regions.

In addition to socio-cultural considerations, the project portfolio and program approach relative to each regional bureau might account for some of the discrepancy in female participation rates. The LAC and Africa Bureaus, which have generally performed better in recruiting females than the other regions, have important regional training projects with designated targets for female participation. These projects also have provisions for enforcing these targets at the central level in Washington, which include the submission of annual country training plans. Yet, given the variability in type of training sponsored by the different regional bureaus, it is difficult to generalize in explaining the uneven levels of female participation rates without an in-depth analysis of each region's socio-cultural, educational and development backgrounds.

A comparison of basic socio-economic characteristics of selected Asian countries suggests that those countries with generally more positive indicators (i.e., higher per capita GNP and diversified economies; lower fertility, population growth, and infant mortality; and higher literacy and educational levels) have better records of including women in the AID Participant Training Program. The Philippines, Thailand and Indonesia belong to this category. However, there are notable aberrations to this supposition, and a much more sophisticated analysis would be required to determine which factors, or combination thereof, might correlate with female participation rates in AID training.

A more modest attempt was made to identify common patterns regarding the Asia region's generally low level of female participation in AID training through a review of the experience of five countries: Bangladesh, India, Indonesia, Nepal and Pakistan. The following thus summarizes various constraints among the selected countries to recruiting females for training, as well as different strategies used by AID missions for increasing female participation in the training program.

## B. Constraints

The experience of these countries suggests that there are commonly shared socio-cultural, institutional and logistical constraints to recruiting females for USAID training programs, many of which similarly limit female involvement in the overall development process. For example, it was seen that low levels of female participation in the education system have resulted from traditional cultural beliefs and practices, which give males a comparative educational and professional advantage. Socio-economic disparities between males and females are fairly typical in the developing world and are reinforced by deep-rooted cultural patterns, such as Hindu traditions in Nepal and India in which females are subordinate to males, and Islamic practices such as pardah in Pakistan and Bangladesh, in which females' activities are severely restricted. In all these societies, the role of women has been traditionally associated with the household as wife and mother, and a female's education and career opportunities are subordinate to those for males.

The successful recruitment of female candidates for AID training may well depend on the target audience, the type of training available, and the pool of eligible candidates. AID has traditionally targeted mid-level public sector technicians, managers and policy-makers in areas related to the USAID development strategy relative to the host country, although AID is increasingly emphasizing private sector training. Yet, the pool of eligible female candidates for public sector training is already quite small in each of these countries. Most women live in rural areas, are engaged in agricultural work, have large families and extensive domestic responsibilities, and are marked by low levels of literacy and education. Given these and other factors, female representation in government service and professional jobs in these countries is low. Furthermore, those women in government service tend to be clustered in such traditional areas as health and education and are generally in low-level jobs. Thus, the type of training in terms of content and technical level also influences the extent to which women are involved. For example, a country with a major development focus on health and education might well have more female representation in the training program than a country focus on science and technology.

In addition to target audience and type of training, the location of training also influences the degree of female participation. Most of the missions indicated that there were fewer obstacles to recruiting women for in-country programs than for U.S. or third-country training. While most AID training in the U.S. or third countries requires basic educational qualifications as well as English or other language proficiency, in-country training tends to be more informal and village-based, with less stringent educational requirements. Thus, the pool of

candidates for in-country training programs is much greater in these countries than for external participant training. Interestingly, there did not seem to be significantly larger proportions of women in third-country programs than in U.S. training, suggesting that constraints to leaving the country are similar, despite the distances involved.

Other cultural and logistical considerations may further restrict the recruitment of females for AID training in general. Low levels of literacy, for example, limit female's access to information on training program opportunities. Women may also have difficulty obtaining this information which is often distributed through male-dominated channels. Other factors include the reluctance of families or husbands to permit their wives or daughters to travel alone, whether to nearby villages for in-country training, or out of the country for longer periods. Many women may find it difficult to leave their homes due to their household and childcare responsibilities. Also, women who work for daily wages may not be able to afford to attend a training program, unless they are given some kind of cash incentive or scholarship. A lack of adequate facilities such as transportation or separate housing may deter women from attending in-country programs in some societies, especially those sex-segregated societies of Pakistan and Bangladesh.

### C. Strategies and Mechanisms

Host governments in all of the countries examined above have demonstrated formal support of women in development activities, and have established some kind of government department or ministry devoted to the interests and needs of women. In response to AID policy pronouncements on women in development, missions have also begun to adopt various strategies for incorporating women into mission program activities. In addition to women-specific sectoral projects, missions have generally found training to be a useful vehicle for integrating women into the overall program. A review of selected projects in each of these countries suggested a variety of mechanisms successfully used by missions to increase the participation of women in their training programs.

General training projects, which are currently being implemented in each of the countries profiled above, tend to be more flexible than sector-specific projects and appear to have been more successful in recruiting female participants. Each of these projects contains some provision for including women as targets, either in terms of a specified percentage of total number trained and/or funding levels. Target percentages range from 20 percent of project funds for Pakistan's Development

Support Training Project to 30 percent of project funds in Bangladesh's new Development and Management Training Project. In addition to project targets, other mechanisms proposed under some of these projects include the preparation of annual training plans and private sector training as ways to increase female participation.

Nepal's Development Training Project secures its targets through the preparation of annual training plans which include pre-designated slots for women. In preparing the plan, the Mission works through a local women's group to first identify the location of women in the bureaucracy and what their training needs are. Bangladesh's Development and Management Project also includes an annual review of targets, although a provision to withhold public sector funds if targets are not met was negotiated away when the project was finally signed with the host government.

All of these general training projects also include a provision for private sector training, much of which is directed to managers of small enterprises and other income-generating activities. It was generally acknowledged that women are easier to recruit from the private sector, given that so many low-income women are self-employed. The Pakistan project, in particular, is a good example of meeting the female target through private sector training. During the first year of the project's private sector initiative, the Mission tripled the number of women in U.S. training and doubled it the following year. Training targeted to PVO's has also been successful in recruiting more women. India's Development Management Project has sponsored about 35 in-country training programs for women in the private sector, including PVO's working for women's development.

Another mechanism developed under the Western Universities Agriculture Education Project in Indonesia is a pilot Spouse Training Program, in which spouses accompany participants to the United States for non-degree training. This program is currently being evaluated, but offers promise for recruiting women as prime candidates.

Efforts to increase the pool of eligible female trainees in in-country programs have included strengthening female recruitment efforts through the construction of special facilities such as separate housing and childcare, as well as scholarship incentives. For example, Pakistan's Primary Health Care, Forestry Planning, and Provincial Agriculture Network Projects all include hostel construction for female trainees. Nepal's Institute of Agriculture Project also has provided special facilities for women in an effort to meet a ten percent target for female students. Notable examples of projects which provide scholarship incentives to recruit females include Nepal's Institute of Agriculture and Forestry Projects; and Bangladesh's Family Planning Services Project, which provides scholarships for 3,000 girls in 22 secondary schools.

Location and administration of in-country programs were also cited as important considerations for recruiting females, given the limited time and mobility of rural women in these countries. Organizing village-based training near women's work and/or home instead of at isolated training centers; designing programs run by women for women; and providing flexible scheduling were cited as ways to increase female participation.

Several missions have designed higher education projects with special targets for women in an effort to encourage more women in traditionally male-dominated areas. While higher education projects in Bangladesh and Indonesia are attempting to increase the number of female professionals in agriculture, the proposed Higher Education Development Support Project in Indonesia aims to encourage more women in such areas as engineering, technology and science. Pakistan's proposed Institutional Excellence Project will support expanded research and training opportunities for women in general.

Thus, a variety of approaches has been used in the past by missions in the Asia region to increase the number of female participants in their respective training programs. These include establishing target percentages of total number trained and/or proportional funding levels either within projects or mission-wide; requiring annual training plans with designated slots for females; recruiting women from the private sector and PVO's; and spouse training programs. In addition, one mission provided cash incentives in the form of travel costs for female participants which are normally paid by the host government. Efforts to increase female participation in in-country training have included the construction of special facilities; scholarship incentives; and organizing training to accommodate women's special needs, given their limited time and mobility.

#### D. Recommendations

Based on the foregoing review of AID experience in providing training opportunities to women in the Asia region, the following recommendations are made for consideration by the ANE Bureau and individual missions:

1. Missions should consider developing a Country Training Strategy as a vehicle for improving the efficient utilization of the host country's human resources. This would include women and the private sector as special training targets, since both are largely underutilized in these countries. In developing this strategy, a training needs assessment for women should be undertaken to identify the areas and level of training required for their potential employment. The resulting document could provide missions with a useful tool for a policy dialogue with host governments.
2. Missions should develop an annual Country Training Plan which would include specific training slots for women, based on the training needs assessment and country training strategy. Missions might consider linking the annual allocation of project funds, where appropriate, to the nomination of female candidates by the host government in fulfillment of the plan's training targets.
3. Operational guidelines with detailed action steps should be provided to field missions for designing and implementing training activities that encourage a greater participation of women. The guidelines would be based on the findings from this study and include project success stories as models for consideration. (See "Gender Issues in Latin America and the Caribbean: Integrating Women into Development Programs," 1986.)
4. Innovative ways of ensuring a greater participation of women should be built into the project design. Consideration should be given to such mechanisms as establishing target percentages for women, providing scholarships or other cash incentives, spouse training, the construction of special facilities where necessary, and other provisions for female participants where appropriate.
5. The private sector should be considered in the design of special training activities for women, as well as for the recruitment of females in general.

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TABLE 1 - Participants in U.S. and  
Third Country Training During FY 1987

TYPE OF TRAINING	FY 1987 PARTICIPANTS	
	#	% FEMALE
U.S. TRAINING	17,508	24.9
THIRD COUNTRY*	2,280	15.5
TOTAL	19,788	23.8

Source: OIT's PTIS

\* data supplemented by Mission statistics in some cases

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TABLE 2

U.S. Participants and Percent Female for  
Selected Years by Region (1970 - 1987)

YEAR	NEAR EAST		ASIA		AFRICA		LATIN AM. & CARIBBEAN	
	TOTAL	% FEMALE	TOTAL	% FEMALE	TOTAL	% FEMALE	TOTAL	% FEMALE
1970	1,598	13.0	2,553	10.1	21	14.3	1,020	5.8
1975	1,307	12.0	1,726	10.1	27	11.1	414	6.0
1980	841	19.5	1,175	18.5	513	16.8	408	15.7
1985	3,963	15.2	1,798	13.4	3,296	19.7	3,801	26.8
1986	3,941	16.0	2,554	14.1	3,515	20.7	5,617	28.1
1987	3,563	17.6	3,253	12.6	3,488	22.4	7,204	35.4

1988 3,125 17.0 3,118 12.0 23.0 37.0

TABLE 3

Third Country Participants and Percent Female for  
Selected Years by Region (1970 - 87)

YEAR	NEAR EAST		ASIA		AFRICA		LATIN AM. & CARIBBEAN	
	TOTAL	% FEMALE	TOTAL	% FEMALE	TOTAL	% FEMALE	TOTAL	% FEMALE
1970	1,105	8.7	1,751	6.6	3	33.3	607	4.6
1975	435	5.5	765	4.4	3	33.3	176	6.3
1980	303	10.2	816	7.1	18	11.1	330	3.9
1985	170	15.3	629	15.9	401	26.9	313	24.0
1986	124	8.1	790	15.4	397	24.6	301	21.9
1987	137	5.8	1125*	12.0	660	14.1	358	32.7

\* PTIS and Mission data

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TABLE 4

Age Distribution for U.S. Participants  
By Sex and Region (1987)

AGE RANGE	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
UNDER 20	18	.6	26	4.1	5	.2	0	0	4	.1	2	.3	144	3.1	154	6.0
20-29	1102	37.5	281	45.0	359	12.6	66	16.0	543	20.0	209	26.7	1681	36.2	1139	44.6
30-39	1178	40.1	226	36.1	953	33.5	172	42.0	1255	46.4	369	47.1	1415	30.4	660	25.8
40-49	287	9.8	53	8.5	815	28.7	107	26.0	1413	15.3	103	13.0	544	11.7	231	9.1
50-59	82	2.8	8	1.3	271	9.5	32	7.8	55	2.0	22	2.8	171	3.7	59	2.3
60-69	8	.3	0	0	8	.3	2	.5	6	.2	2	.3	23	.5	10	.4
70-79	0	0	0	0	0	0	0	0	0	0	0	0	4	.1	2	.1
NO BIRTH DATE	263	8.9	31	5.0	432	15.2	31	7.6	433	16.0	77	9.8	668	14.3	299	11.7
TOTAL	2938	100.0	625	100.0	2843	100.0	410	100.0	2704	100.0	784	100.0	4650	100.0	2554	100.0

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TABLE 5

Age Distribution for Third Country  
Participants By Sex and Region (1987)

AGE RANGE	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
> 20	1	.8	0	0	1	.1	0	0	1	.2	0	0	2	.8	0	0
20-29	4	3.1	0	0	34	12.6	7	5.5	47	8.3	11	11.8	18	7.5	11	9.4
30-39	21	16.3	3	37.5	192	33.5	40	31.2	96	16.9	33	35.5	85	35.3	45	38.5
40-49	26	20.1	1	12.5	110	28.7	24	18.8	38	6.7	13	14.0	35	14.5	19	16.2
50-59	12	9.3	1	12.5	14	9.5	7	5.5	8	1.4	1	1.1	14	5.8	7	6.0
60-69	3	2.3	0	0	0	.3	0	0	2	.4	0	0	1	.4	1	.9
70-79	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NO BIRTH DATE	62	48.1	3	37.5	474	15.2	50	39.0	375	66.1	35	37.6	86	35.7	34	29.5
TOTAL	129	100.0	625	100.0	825	100.0	128	100.0	567	100.0	93	100.0	241	100.0	117	100.0

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TABLE 6  
Degree Objective for U.S. Participants  
By Sex and Region (1987)

DEGREE OBJECTIVE	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
TECHNICAL	946	32.2	219	35.1	1736	61.0	240	58.5	1041	38.4	309	39.4	3370	72.5	1933	75.7
UNDERGRADUATE	633	21.5	174	27.8	42	1.5	1	.2	573	21.2	187	23.9	781	16.8	449	17.6
GRADUATE	1359	46.3	232	37.1	1065	37.5	169	41.3	1095	40.4	288	36.7	499	10.7	172	6.7
TOTAL	2938	100.0	625	100.0	2843	100.0	410	100.0	2704	100.0	784	100.0	4650	100.0	2554	100.0

TABLE 7  
Degree Objective for Third Country  
Participants By Sex and Region

DEGREE OBJECTIVE	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
TECHNICAL	91	70.5	6	75.0	567	68.7	72	56.3	472	83.2	90	96.7	192	79.7	105	89.7
UNDERGRADUATE	18	14.0	2	25.0	138	16.7	36	28.1	55	9.7	1	1.1	3	1.2	0	0
GRADUATE	20	15.5	0	0	120	14.6	20	15.6	40	7.1	2	2.2	46	19.1	12	10.3
TOTAL	129	100.0	8	100.0	825	100.0	128	100.0	567	100.0	93	100.0	241	100.0	117	100.0

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TABLE 8  
Length of Training for U.S. Participants  
by Sex and Region (1987)

LENGTH OF TRAINING	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
< 3 MONTHS	570	19.4	123	19.7	1218	42.8	166	40.5	838	31.0	273	34.8	2764	59.5	1653	65.0
3-6 MONTHS	62	2.1	28	4.5	318	11.2	50	12.2	107	4.0	17	2.2	348	7.5	124	5.0
6-12 MONTHS	194	6.6	51	8.1	139	4.9	21	5.1	95	3.5	21	2.7	212	4.6	138	5.4
> 12 MONTHS	2112	71.9	423	67.7	1198	42.1	181	44.2	1669	61.5	473	60.3	1316	28.4	626	24.6
TOTAL	2938	100.0	625	100.0	2843	100.0	410	100.0	2704	100.0	784	100.0	4640*	100.0	2541*	100.0

\*AID data shows the total to be 7181 instead of 7204 shown in all other tables

TABLE 9  
Length of Training for Third Country  
Participants By Sex and Region (1987)

LENGTH OF TRAINING	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
< 3 MONTHS	85	66.0	6	75.0	409	49.6	52	40.6	371	65.4	84	90.3	168	69.7	83	71.0
3-6 MONTHS	0	0	0	0	95	11.5	8	6.3	56	9.8	1	1.1	17	7.1	13	11.1
6-12 MONTHS	4	3.0	0	0	35	4.2	5	3.9	19	3.4	2	2.2	14	5.8	6	5.1
> 12 MONTHS	40	31.0	2	25.0	286	34.7	63	49.2	121	21.4	6	6.4	42	17.4	15	12.8
TOTAL	129	100.0	8	100.0	825	100.0	128	100.0	567	100.0	93	100.0	241	100.0	117	100.0

TABLE 10  
Major Field of Study for U.S. Participants  
By Sex and Region (1987)

MAJOR FIELD OF STUDY	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ARTS, HUMANITIES, LAW, SOC. SCIENCE, EDUCATION & TRAININ., HOME ECONOMICS	250	8.5	100	16.0	350	12.3	113	27.5	455	16.8	296	37.8	1072	23.1	918	36.1
ECONOMICS, BUSINESS ADMIN., PUBLIC ADMIN., LABOR	412	14.0	96	15.4	772	27.2	119	29.0	756	28.0	184	23.5	1269	27.4	748	29.4
PHYSICAL SCIENCE ENGINEERING, COMPUTER SCIENCE	1515	51.6	248	39.7	1010	35.5	74	18.0	504	21.6	80	10.2	793	17.1	216	8.5
MEDICAL & HEALTH SCIENCES	274	9.3	115	18.4	170	6.0	52	12.6	243	9.0	134	17.1	326	7.1	195	7.7
AG., RURAL DEV., NATURAL RESOURCES	436	14.8	46	7.3	513	18.0	52	12.6	640	23.6	80	10.1	796	17.1	193	7.6
URBAN STUDIES, ARCHITECTURE, & TRANSPORTATION	43	1.5	15	2.4	24	.8	9	2.1	24	.9	8	1.0	378	8.1	263	10.4
OTHER	8	.3	5	.8	4	.1	1	.2	2	.1	2	.3	5	.1	8	.3
TOTAL	2938	100.0	625	100.0	2843	100.0	410	100.0	2704	100.0	784	100.0	4639*	100.0	2541*	100.0

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TABLE 11  
Major Field of Study for Third Country  
Participants By Sex and Region (1987)

MAJOR FIELD OF STUDY	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ARTS, HUMANITIES, LAW, SOC. SCIENCE, EDUCATION & TRAINING, HOME ECONOMICS	35	27.1	2	25.0	40	4.8	30	23.0	69	12.2	27	29.0	33	13.7	59	50.4
ECONOMICS, BUS. ADMIN., PUBLIC ADMIN., LABOR	29	22.5	2	25.0	199	24.1	15	11.7	56	9.8	13	14.0	35	14.5	12	10.2
PHYSICAL SCIENCE, ENGINEERING, COMPUTER SCIENCE	6	4.7	0	0	180	21.8	12	9.4	95	16.8	6	6.5	20	8.3	4	3.4
MEDICAL & HEALTH SCIENCES	6	4.7	2	25.0	44	5.3	42	32.8	81	14.3	41	44.0	39	16.1	21	18.0
AG., RURAL DEV., NATURAL RESOURCES	53	41.0	2	25.0	307	37.2	26	20.3	257	45.3	4	4.3	98	40.6	18	15.3
URBAN STUDIES, ARCHITECTURE, & TRANSPORTATION	0	0	0	0	48	5.8	5	3.9	9	1.6	2	2.2	1	.4	48	41.0
OTHER	0	0	0	0	0	0	0	0	0	0	0	0	1	.4	3	2.7
<b>TOTAL</b>	<b>129</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>825</b>	<b>100.0</b>	<b>128</b>	<b>100.0</b>	<b>567</b>	<b>100.0</b>	<b>93</b>	<b>100.0</b>	<b>241</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>

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TABLE 12 - FEMALE PARTICIPATION RATES IN U.S. TRAINING  
FOR SELECTED ASIAN COUNTRIES (1970-87)

COUNTRY	FY 70		FY 75		FY 80		FY 85		FY 86		FY 87	
	#	% FEMALE										
BANGLADESH	8	0	55	1.8	69	15.9	70	7.1	69	10.1	59	13.6
BURMA	4	0	31	0	13	38.5	71	15.5	52	11.5	93	19.4
INDIA	496	2.2	55	0	26	7.7	148	.7	295	8.5	349	6.9
INDONESIA	406	9.4	407	5.7	423	8.7	599	14.4	714	16.2	655	19.5
NEPAL	72	8.3	54	7.4	137	9.5	101	5.9	86	10.5	73	13.7
PAKISTAN	311	9.3	90	8.9	31	6.5	352	6.3	844	6.9	1,570	5.6
PHILIPPINES	164	1.3	253	17.4	261	36.8	165	33.9	159	42.1	145	46.2
SO. PACIFIC	1	0	1	0	1	0	25	12.0	42	14.3	58	10.3
SRI LANKA	5	0	10	10.0	82	20.7	156	11.5	127	8.7	110	9.1
THAILAND	712	16.6	443	18.1	94	33.0	98	33.7	147	34.0	130	39.2
OTHER	374	1.3	327	4.0	38	10.5	13	0	19	21.1	11	0
<b>TOTAL</b>	<b>2,553</b>	<b>10.1</b>	<b>1,726</b>	<b>10.1</b>	<b>1,175</b>	<b>18.5</b>	<b>1,798</b>	<b>13.4</b>	<b>2,554</b>	<b>14.1</b>	<b>3,253</b>	<b>12.6</b>

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TABLE 13 - FEMALE PARTICIPATION RATES IN THIRD-COUNTRY TRAINING  
FOR SELECTED ASIAN COUNTRIES (1970-87)

COUNTRY	FY 70		FY 75		FY 80		FY 85		FY 86		FY 87	
	#	% FEMALE	#	% FEMALE	#	% FEMALE	#	% FEMALE	#	% FEMALE	#	% FEMALE
BANGLADESH	---	----	18	0	136*	8.8	59*	52.5	65*	26.2	129*	15.5
BURMA	---	----	----	---	---	---	10	20.0	7	28.6	18	16.7
INDIA	16	0	----	---	2*	50.0	8*	16.7	19	0	48	0
INDONESIA	112	21.4	88	3.4	133	3.8	67	14.9	29	24.1	65	27.7
NEPAL	533	3.8	163	6.1	329	6.1	361	10.2	436	18.3	426	16.4
PAKISTAN	176	0.6	145	0	14	0	62	9.7	90	1.1	286*	2.1
PHILIPPINES	22	18.2	26	11.5	79	29.1	17	64.7	34	38.2	5*	60.0
SO. PACIFIC	---	----	---	----	---	----	---	----	10	10.0	19	15.8
SRI LANKA	---	----	---	----	12	16.7	46	2.2	109	5.5	117	9.4
THAILAND	268	5.2	83	1.2	121	5.0	5	0	12	16.7	1	0
OTHER	624	8.3	242	7.0	1	0	2	0	1	100.0	11	9.1
<b>TOTAL</b>	<b>1,751</b>	<b>6.6</b>	<b>765</b>	<b>4.4</b>	<b>816</b>	<b>7.1</b>	<b>629</b>	<b>15.9</b>	<b>790</b>	<b>15.4</b>	<b>1125</b>	<b>12.0</b>

\* MISSION STATISTICS ARE USED WHERE NUMBERS ARE  
GREATER THAN PTIS TOTALS - SEE METHODOLOGY SECTION

TABLE 14

## Basic Socio-Economic Indicators for Selected Asian Countries

COUNTRY	GNP PER CAPITA	PERCENTAGE LABOR FORCE IN AGRICULTURE	POPULATION GROWTH RATE	FERTILITY RATE	INFANT MORTALITY RATE	LIFE EXPECTANCY		LITERACY		
						MALE	FEMALE	MALE	FEMALE	TOTAL
BANGLADESH	150	74	2.7	5.8	137	49.6	50.8	40	18	29
BURMA	190	63	2.1	4.4	103	51.8	58.2	76	56	66
INDIA	270	69	2.0	4.1	96	56.8	56.1	55	26	41
INDONESIA	530	55	2.0	3.6	85	53.6	57.1	78	58	67
NEPAL	160	90	2.4	5.9	104	52.9	50.1	34	12	26
PAKISTAN	380	54	3.0*	6.6	122	52.0	50.6	36	15	26
PHILIPPINES	580	50	2.7	4.7	50	63.8	67.6	84	83	83
SRI LANKA	380	45	1.4	2.6	29	68.2	72.2	91	81	86
THAILAND	800	66	1.8	2.9	53	62.4	66.3	92	84	88

Source: Latest figures in AID FY89  
Congressional Presentation

\* CDSS figure

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TABLE 15

## Female Share Of The Labor Force By Occupation For Selected Asian Countries

COUNTRY/YEAR	ALL OCCUP.	PROF. & TECH. <sup>1</sup>	SALES WORKERS	SERVICE WORKERS	AGRI. WORKERS	PRODUCT. WORKERS	OTHER <sup>2</sup>	FEMALE SHARE OF LABOR FORCE OVERALL (10 YRS +)
BANGLADESH (1974)	100%	2.9	1.3	10.2	69.8	12.2	3.6	4.3 (1981)
INDIA (1971)	100%	3.6	1.4	3.1	82.6	9.0	0.2	21.0 (1981)
INDONESIA (1977)	100%	3.1	18.7	5.3	58.4	13.3	1.2	36.8 (1976)
NEPAL (1976)	100%	3.7	0.6	0.2	92.6	3.0	0	35.1 (1971)
PAKISTAN	100%	DATA UNAVAILABLE						9.1 (1973)
THAILAND (1978)	100%	3.9	9.7	2.6	76.2	7.1	0.5	64.3 (1977)

1 - includes administration, managerial and clerical

2 - includes persons not classified and employed/new job seekers

Source: ILO, various years - in "Women of the World,"  
A.I.D.'s office of Women in Development

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TABLE 16

Percentage Of Females In Educational Enrollments  
At All Levels For Selected Asian Countries

COUNTRY/YEAR	PERCENTAGE OF FEMALES IN TOTAL ENROLLMENTS		
	PRIMARY	SECONDARY	TERTIARY
BANGLADESH (1985)	40%	28%	18%
INDIA (1984)	40%	33% *	26% *
INDONESIA (1984)	48%	42% *	32%
NEPAL (1984)	29%	23%	20% *
PAKISTAN (1984)	32%	25%	18% *
THAILAND (1980)	48%	44% *	40% *

Source: UNESCO Statistical Yearbook (1987)

\* Other Years

TABLE 17

Gross Enrollment Ratios For Males And Females At All Levels  
For Selected Asian Countries

COUNTRY/YEAR	PRIMARY			SECONDARY			TERTIARY			
	% MALE	% FEMALE	% TOTAL	% MALE	% FEMALE	% TOTAL	% MALE	% FEMALE	% TOTAL	
BANGLADESH	1975	95	51	73	29	8	19	5.1*	0.9*	3.0*
	1985	70	50	60	26	10	18	8.3*	1.9*	5.2*
INDIA	1975	96	64	81	37	18	28	12.7	4.2	8.6
	1984	107	76	92	45	24	35			
INDONESIA	1975	94	78	86	25	15	20	5.5*	2.4*	3.9*
	1984	121	116	118	45	34	39	8.9	4.2	6.5
NEPAL	1975	86	16	51	23	4	13	4.7*	1.3*	3.2*
	1984	104	47	77	35	11	23	7.4*	1.9*	4.8*
PAKISTAN	1975	56	25	41	22	7	15	2.7	0.9	1.9
	1984	61	32	47	24	9	17	6.2	2.8	4.6
THAILAND	1975	87	80	83	28	23	26	4.0	2.7	3.4
	1980	99	96	98	30	28	29			13.1

Source: UNESCO Statistical Yearbook (1987)

\* Other Years

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TABLE 18

Educational Attainment Of The Female Population  
For Selected Asian Countries

(25 Years Of Age And Older)

COUNTRY/YEAR	PERCENT OF FEMALE POPULATION		
	PRIMARY	SECONDARY	TERTIARY
BANGLADESH (1974)	5.4	1.4	0.1
INDIA (1981)	7.2	6.6	1.1
INDONESIA (1980)	26.6	3.3	0.4
NEPAL (1981)	42.1	16.4	4.7
PAKISTAN (1981)	4.7	4.2	0.7
THAILAND (1980)	65.4	2.6	2.4

Source: 1987 UNESCO statistics found in draft  
bridges report "Female Access to  
Basic Education," 1988

**Field Of Study For Third-Level Students By Sex  
For Selected Asian Countries**

**TABLE 19.1 - BANGLADESH**

FIELD OF STUDY	MALE		FEMALE	
	#	%	#	%
HUMANITIES AND SOCIAL SCIENCE <sup>1</sup>	206,697	57.70	49,859	63.70
COMMERCIAL AND BUSINESS ADMINISTRATION	48,148	13.40	8,612	11.00
NATURAL SCIENCE AND ENGINEERING <sup>2</sup>	84,089	23.50	16,559	21.20
MEDICAL AND HEALTH SCIENCES	12,424	3.50	2,263	2.90
AGRICULTURE, FORESTRY AND FISHERY	4,116	1.20	250	.30
ARCHITECTURE AND TOWN PLANNING <sup>3</sup>	304	.08	20	.03
OTHER <sup>4</sup>	2,548	.70	726	.90
<b>TOTAL</b>	<b>436,615</b>	<b>100.00</b>	<b>78,289</b>	<b>100.00</b>

1 - includes education, teacher training, home economics, fine arts, law, and mass communication

2 - includes math and computer science

3 - includes transportation and communications

4 - includes service trades, craft and industrial programs

**Source:** UNESCO Statistical Yearbook (1987)

TABLE 19.2 - INDIA  
(1980)

FIELD OF STUDY	MALE		FEMALE		
	#	%	#	%	
HUMANITIES AND SOCIAL SCIENCE <sup>1</sup>	2,774,947	70.3	1,090,740	78.1	
COMMERCIAL AND BUSINESS ADMINISTRATION	0	0	0	0	
NATURAL SCIENCE AND ENGINEERING <sup>2</sup>	1,011,214	25.6	258,096	18.5	
MEDICAL AND HEALTH SCIENCES	104,167	2.6	42,305	3.0	
AGRICULTURE, FORESTRY AND FISHERY	46,496	1.2	1,474	.1	
ARCHITECTURE AND TOWN PLANNING <sup>3</sup>	0	0	0	0	
OTHER <sup>4</sup>	12,290	.3	3,251	.2	
TOTAL	5,345,580	3,949,114	100.0	1,396,466	100.0

1 - includes education, teacher training, home economics, fine arts, law, and mass communication

2 - includes math and computer science

3 - includes transportation and communications

4 - includes service trades, craft and industrial programs

TABLE 19.3 - INDONESIA  
(1984)

FIELD OF STUDY	MALE		FEMALE	
	#	%	#	%
HUMANITIES AND SOCIAL SCIENCE <sup>1</sup>	396,032	59.6	207,967	65.8
COMMERCIAL AND BUSINESS ADMINISTRATION	81,697	12.3	54,728	17.3
NATURAL SCIENCE AND ENGINEERING <sup>2</sup>	110,188	16.6	27,136	8.6
MEDICAL AND HEALTH SCIENCES	16,877	2.5	7,978	2.5
AGRICULTURE, FORESTRY AND FISHERY	41,056	6.2	13,587	4.3
ARCHITECTURE AND TOWN PLANNING <sup>3</sup>	10,346	1.6	2,538	.8
OTHER <sup>4</sup>	7,693	1.2	2,339	.7
TOTAL	980,162	663,889	316,273	100.0

- 1 - includes education, teacher training, home economics, fine arts, law, and mass communication
- 2 - includes math and computer science
- 3 - includes transportation and communications
- 4 - includes service trades, craft and industrial programs

TABLE 19.4 - NEPAL  
(1980)

FIELD OF STUDY	MALE		FEMALE		
	#	%	#	%	
HUMANITIES AND SOCIAL SCIENCE <sup>1</sup>	15,719	50.6	4,392	73.30	
COMMERCIAL AND BUSINESS ADMINISTRATION	8,321	26.8	861	11.70	
NATURAL SCIENCE AND ENGINEERING <sup>2</sup>	5,017	16.1	530	7.20	
MEDICAL AND HEALTH SCIENCES	719	2.3	574	7.80	
AGRICULTURE, FORESTRY AND FISHERY	1,316	4.2	1	.01	
ARCHITECTURE AND TOWN PLANNING <sup>3</sup>	0	0	0	0	
OTHER <sup>4</sup>	0	0	0	0	
TOTAL	38,450	31,092	100.0	7,358	100.00

- 1 - includes education, teacher training, home economics, fine arts, law, and mass communication
- 2 - includes math and computer science
- 3 - includes transportation and communications
- 4 - includes service trades, craft and industrial programs

TABLE 19.5 - PAKISTAN  
(1985)

FIELD OF STUDY	MALE		FEMALE	
	#	%	#	%
HUMANITIES AND SOCIAL SCIENCE <sup>1</sup>	11,953	23.4	3,820	43.4
COMMERCIAL AND BUSINESS ADMINISTRATION	3,745	7.3	430	4.9
NATURAL SCIENCE AND ENGINEERING <sup>2</sup>	23,171	45.4	3,259	37.0
MEDICAL AND HEALTH SCIENCES	1,158	2.3	456	5.2
AGRICULTURE, FORESTRY AND FISHERY	6,300	12.3	62	.7
ARCHITECTURE AND TOWN PLANNING <sup>3</sup>	0	0	0	0
OTHER <sup>4</sup>	4,763	9.3	774	8.8
TOTAL	59,891	100.0	8,801	100.0

- 1 - includes education, teacher training, home economics, fine arts, law, and mass communication
- 2 - includes math and computer science
- 3 - includes transportation and communications
- 4 - includes service trades, craft and industrial programs

**TABLE 20 - BANGLADESH**  
**TYPE OF U.S. AND THIRD-COUNTRY TRAINING BY SEX AND BY LENGTH OF TRAINING, DEGREE OBJECTIVE, AGE RANGE, AND FIELD OF STUDY (1987)**

LENGTH OF TRAINING	U.S. TRAINING (N=59)				THIRD COUNTRY TRAINING (N=27)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
> 3 MONTHS	20	39.2	5	62.5	15	88.2	10	100.0
3-6 MONTHS	2	3.9	2	25.0	0	0	0	0
6-12 MONTHS	3	5.9	0	0	0	0	0	0
> 12 MONTHS	26	51.0	1	12.5	2	11.8	0	0
TOTAL	51	100.0	8	100.0	17	100.0	10	100.0

DEGREE OBJECTIVE	U.S. TRAINING (N=59)				THIRD COUNTRY TRAINING (N=27)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
TECHNICAL	26	51.0	7	87.5	15	88.2	10	100.0
UNDERGRADUATE	0	0	0	0	0	0	0	0
GRADUATE	25	49.0	1	12.5	2	11.8	0	0
TOTAL	51	100.0	8	100.0	100.0	100.0	10	100.0

AGE RANGE	U.S. TRAINING (N=59)				THIRD COUNTRY TRAINING (N=27)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
20-29 YEARS	3	5.9	0	0	1	5.9	0	0
30-39	26	51.0	4	50.0	11	64.7	5	50.0
40-49	14	27.4	3	37.5	1	5.9	1	10.0
50-59	2	3.9	0	0	1	5.9	0	0
NO BIRTH DATE	6	11.8	1	12.5	3	17.6	4	40.0
TOTAL	51	100.0	8	100.0	17	100.0	10	100.0

FIELD OF STUDY	U.S. TRAINING (N=59)				THIRD COUNTRY TRAINING (N=27)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
ARTS, HUMANITIES, LAW, SOC. SCIENCE, EDUCATION & TRAINING, HOME ECONOMICS	12	24.0	2	25.0	1	5.9	9	90.0
ECONOMICS, BUSINESS ADMIN., PUBLIC ADMIN., LABOR	11	22.0	3	37.5	2	11.8	0	0
PHYSICAL SCIENCE, ENGINEERING, COMPUTER SCIENCE	8	16.0	0	0	1	5.9	0	0
MEDICAL & HEALTH SCIENCES	9	18.0	2	25.0	13	76.5	1	10.0
AGRI., RURAL DEV., NATURAL RESOURCES	10	20.0	1	12.5	0	0	0	0
URBAN STUDIES, ARCHITECTURE, TRANSPORTATION	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	50	100.0	8	100.0	17	100.0	10	100.0

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TABLE 21 - INDIA  
 TYPE OF U.S. AND THIRD-COUNTRY TRAINING BY SEX AND BY LENGTH OF TRAINING,  
 DEGREE OBJECTIVE, AGE RANGE, AND FIELDS OF STUDY (1987)

LENGTH OF TRAINING	U.S. TRAINING (N=348)				THIRD COUNTRY TRAINING (N=48)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
> 3 MONTHS	182	56.2	16	66.7	38	79.2	0	0
3-6 MONTHS	73	22.5	6	25.0	8	16.7	0	0
6-12 MONTHS	19	5.9	1	4.2	2	4.1	0	0
> 12 MONTHS	50	15.4	1	4.2	0	0	0	0
TOTAL	324	100.0	24	100.0	48	100.0	0	0

DEGREE OBJECTIVE	U.S. TRAINING (N=348)				THIRD COUNTRY TRAINING (N=48)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
TECHNICAL	324	100.0	24	100.0	46	95.8	0	0
UNDERGRADUATE	0	0	0	0	0	0	0	0
GRADUATE	0	0	0	0	2	4.2	0	0
TOTAL	324	100.0	24	100.0	48	100.0	0	0

AGE RANGE	U.S. TRAINING (N=348)				THIRD COUNTRY TRAINING (N=48)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
< 29 YEARS	7	2.2	0	0	0	0	0	0
30-39	54	16.7	4	16.7	0	0	0	0
40-49	107	33.0	11	45.8	1	2.1	0	0
> 50	50	15.4	3	12.5	0	0	0	0
NO BIRTH DATE	106	32.7	6	25.0	47	97.9	0	0
TOTAL	324	100.0	24	100.0	48	100.0	0	0

FIELD OF STUDY	U.S. TRAINING (N=348)				THIRD COUNTRY TRAINING (N=48)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
ARTS, HUMANITIES, LAW, SOCIAL SC., EDUCATION & TRAINING, HOME ECONOMICS	19	5.9	7	29.2	3	6.3	0	0
ECONOMICS, BUSINESS ADMIN., PUBLIC ADMIN., LABOR	14	4.3	1	4.2	0	0	0	0
PHYSICAL SCIENCE, ENGINEERING, COMPUTER SCIENCE	177	54.8	6	25.0	26	54.2	0	0
MEDICAL & HEALTH SCIENCES	19	5.9	6	25.0	2	4.2	0	0
AGRI., RURAL DEV., NATURAL RESOURCES	94	29.1	2	8.3	17	35.4	0	0
URBAN STUDIES, ARCHITECTURE, TRANSPORTATION	0	0	2	8.3	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	323	100.0	24	100.0	48	100.0	0	0

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TABLE 22 - INDONESIA  
 TYPE OF U.S. AND THIRD-COUNTRY TRAINING BY SEX AND BY LENGTH OF TRAINING,  
 DEGREE OBJECTIVE, AGE RANGE, AND FIELD OF STUDY (1987)

LENGTH OF TRAINING	U.S. TRAINING (N=655)				THIRD COUNTRY TRAINING (N=64)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
> 3 MONTHS	58	11.0	30	23.4	19	41.3	11	61.1
3-6 MONTHS	41	7.8	13	10.2	4	8.7	3	16.7
6-12 MONTHS	19	3.6	4	3.1	0	0	2	11.1
> 12 MONTHS	409	77.6	81	63.3	23	50.0	2	11.1
TOTAL	527	100.0	128	100.0	46	100.0	18	100.0

DEGREE OBJECTIVE	U.S. TRAINING (N=655)				THIRD COUNTRY TRAINING (N=64)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
TECHNICAL	127	24.1	52	40.6	24	52.2	17	94.4
UNDERGRADUATE	1	0.2	0	0	0	0	0	0
GRADUATE	399	75.7	76	59.4	22	47.8	1	0.6
TOTAL	527	100.0	128	100.0	46	100.0	18	100.0

AGE RANGE	U.S. TRAINING (N=655)				THIRD COUNTRY TRAINING (N=64)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
< 29 YEARS	44	8.4	19	14.8	1	2.2	0	0
30-39	269	51.0	54	42.2	19	41.3	3	16.7
40-49	180	34.2	46	35.9	17	36.9	3	16.7
> 50	28	5.3	8	6.3	1	2.2	1	5.6
NO BIRTH DATE	6	1.1	1	0.8	8	17.4	11	61.1
TOTAL	527	100.0	128	100.0	46	100.0	18	100.0

FIELD OF STUDY	U.S. TRAINING (N=655)				THIRD COUNTRY TRAINING (N=64)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
ARTS, HUMANITIES, LAW, SOC. SCIENCE, EDUCATION & TRAINING, HOME ECONOMICS	116	22.0	33	25.8	3	6.5	4	22.2
ECONOMICS, BUSINESS ADMIN., PUBLIC ADMIN., LABOR	184	34.9	38	29.7	2	4.4	0	0
PHYSICAL SCIENCE, ENGINEERING, COMPUTER SCIENCE	91	17.3	17	13.3	18	39.1	1	5.5
MEDICAL & HEALTH SCIENCES	64	12.1	19	14.8	4	8.7	9	5.0
AGRI., RURAL DEV., NATURAL RESOURCES	67	12.7	17	13.3	4	8.7	3	16.7
URBAN STUDIES, ARCHITECTURE, TRANSPORTATION	3	0.6	3	2.3	15	32.6	1	5.5
OTHER	2	0.4	1	0.8	0	0	0	0
TOTAL	527	100.0	128	100.0	46	100.0	18	100.0

TABLE 23 - NEPAL

TYPE OF U.S. AND THIRD-COUNTRY TRAINING BY SEX AND BY LENGTH OF TRAINING, DEGREE OBJECTIVE, AGE RANGE, AND FIELD OF STUDY (1987)

LENGTH OF TRAINING	U.S. TRAINING (N=73)				THIRD COUNTRY TRAINING (N=426)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
> 3 MONTHS	22	34.9	5	50.0	59	16.6	6	8.6
3-6 MONTHS	10	15.9	2	20.0	35	9.8	4	5.7
6-12 MONTHS	2	3.2	0	0	26	7.3	2	2.9
> 12 MONTHS	29	46.0	3	30.0	236	66.3	58	82.8
TOTAL	63	100.0	10	100.0	356	100.0	70	100.0

DEGREE OBJECTIVE	U.S. TRAINING (N=73)				THIRD COUNTRY TRAINING (N=426)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
TECHNICAL	33	52.4	7	70.0	139	39.0	16	22.9
UNDERGRADUATE	0	0	0	0	138	38.8	35	50.0
GRADUATE	30	47.6	3	30.0	79	22.2	19	27.1
TOTAL	63	100.0	10	100.0	356	100.0	70	100.0

AGE RANGE	U.S. TRAINING (N=73)				THIRD COUNTRY TRAINING (N=426)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
20-29 YEARS	2	3.2	1	10.0	13	3.7	3	4.3
30-39	31	49.2	2	20.0	100	28.1	24	34.3
40-49	25	39.7	6	60.0	42	11.8	13	18.6
50-59	4	6.3	1	10.0	2	0.6	0	0
NO BIRTH DATE	1	1.6	0	0	199	55.9	30	42.8
TOTAL	63	100.0	10	100.0	356	100.0	70	100.0

FIELD OF STUDY	U.S. TRAINING (N=73)				THIRD COUNTRY TRAINING (N=426)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
ARTS, HUMANITIES, LAW, SOC. SCIENCE, EDUCATION & TRAINING, HOME ECONOMICS	10	5.9	2	20.0	12	3.4	15	21.4
ECONOMICS, BUSINESS ADMIN., PUBLIC ADMIN., LABOR	23	36.5	5	50.0	56	15.7	10	14.3
PHYSICAL SCIENCE, ENGINEERING, COMPUTER SCIENCE	11	17.5	1	10.0	65	18.3	9	12.9
MEDICAL & HEALTH SCIENCES	2	3.2	0	0	3	0.8	18	25.7
AGRI., RURAL DEV., NATURAL RESOURCES	14	22.2	2	20.0	189	53.1	15	21.4
URBAN STUDIES, ARCHITECTURE, TRANSPORTATION	3	4.8	0	0	29	8.1	3	4.3
OTHER	0	0	0	0	2	0	0	0
TOTAL	63	100.0	10	100.0	356	100.0	70	100.0

**TABLE 24 - PAKISTAN**  
**TYPE OF U.S. AND THIRD-COUNTRY TRAINING BY SEX AND BY LENGTH OF TRAINING,**  
**DEGREE OBJECTIVE, AGE RANGE, AND FIELD OF STUDY (1987)**

LENGTH OF TRAINING	U.S. TRAINING (N=1569)				THIRD COUNTRY TRAINING (N=217)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
> 3 MONTHS	719	48.5	35	40.2	180	86.9	10	100.0
3-6 MONTHS	130	8.8	9	10.3	12	5.8	0	0
6-12 MONTHS	52	3.5	4	4.6	1	0.5	0	0
> 12 MONTHS	581	39.2	39	44.8	14	6.8	0	0
TOTAL	1,482	100.0	87	100.0	207	100.0	10	100.0

DEGREE OBJECTIVE	U.S. TRAINING (N=1569)				THIRD COUNTRY TRAINING (N=217)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
TECHNICAL	905	61.1	51	58.6	198	95.7	10	100.0
UNDERGRADUATE	39	2.6	0	0	0	0	0	0
GRADUATE	538	36.3	36	41.4	9	4.3	0	0
TOTAL	1,482	100.0	87	100.0	207	100.0	10	100.0

AGE RANGE	U.S. TRAINING (N=1569)				THIRD COUNTRY TRAINING (N=1)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
< 29 YEARS	269	18.2	27	31.0	3	1.4	0	0
30-39	405	27.3	30	34.5	8	3.9	0	0
40-49	363	24.5	7	8.1	3	1.4	0	0
> 50	141	9.5	5	5.7	1	0.5	6	60.0
NO BIRTH DATE	304	20.5	18	20.7	192	92.8	4	40.0
TOTAL	1,482	100.0	87	100.0	207	100.0	10	100.0

FIELD OF STUDY	U.S. TRAINING (N=1569)				THIRD COUNTRY TRAINING (N=1)			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
ARTS, HUMANITIES, LAW, SOC. SCIENCE, EDUCATION & TRAINING, HOME ECONOMICS	165	11.1	19	21.8	7	3.4	0	0
ECONOMICS, BUSINESS ADMIN., PUBLIC ADMIN., LABOR	441	29.8	44	50.6	133	64.6	4	40.0
PHYSICAL SCIENCE, ENGINEERING, COMPUTER SCIENCE	610	41.2	17	19.5	40	19.4	0	0
MEDICAL & HEALTH SCIENCES	43	2.9	5	5.7	18	8.7	6	60.0
AGRI., RURAL DEV., NATURAL RESOURCES	215	14.5	1	1.2	7	3.4	0	0
URBAN STUDIES, ARCHITECTURE, TRANSPORTATION	7	0.5	1	1.2	1	0.5	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	1,481	100.0	87	100.0	206	100.0	10	100.0

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